Year	Progression Skills knowledge	Intent Curriculum design, coverage & appropriateness Aims, knowledge, understanding Autumn Spring Summer			Implementation Curriculum delivery, teaching, assessment How will this be	Impact Attainment and progress Evaluating knowledge and skills What Key vocabulary Key Question		
group 1	the children should already have				taught?	skills/knowledge will children have acquired?		
1 st Half Term	EYFS Sing familiar songs, move to music, tap simple rhythms, explore and learn how sounds can be changed	CHARANGA Hey You! Old school Hip-Hop How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song. NC Use voices expressively and creatively by singing songs. Play untuned instruments musically. Listen with concentration and understanding to music. Experiment with, create, select and combine sounds using the inter- related dimensions of music.	CHARANGA In the Groove Blues, Baroque, Lantin, Bhangra, Folk, Funk. Playing and singing in different styles and learning about those styles. School Music Concert practice NC Use voices expressively and creatively by singing songs. Listen with concentration and understanding to music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	CHARANGA Your imagination Pop music Creating your own lyrics. Mixed styles. Using imagination. NC Use voices expressively and creatively by singing songs. Play untuned instruments musically. Listen with concentration and understanding to music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listening and appraising music and songs. Find the pulse Clap rhythms Sing and rap in time to the music Play instrumental parts in time Improvise Compose simple melody or rhythm Appraise	Use voices expressively to sing songs. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that twe can create rhythms from words, lur names, favourite food, colours and animals. GD – children will create their own rhythms	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Is this the pulse or the rhythm? Can you copy back this rhythm? How do you play this untuned instrument? What is the meaning of this song? How do you think the performance went? Why? What are lyrics?

			Mus	SIC		
2 nd	CHARANGA	CHARANGA	CHARANGA			
Half	Rhythm in the way	Round and Round	Reflect, rewind			
Term	we walk	Playing and singing	and replay			
	Pulse, rhythm and	in different styles	Revision and			
	pitch. Singing and	and learning about	performance.			
	rapping, dancing	those styles.	Listen to Western			
	and singing.	Pulse, rhythm,	Classical music.			
	Christmas singing	pitch in different	The language of			
	NC NC	styles.	music.			
	Use voices expressively	School Music	NC NC			
	and creatively by singing songs.	Concert practice	Use voices expressively			
	Play untuned	NC	and creatively by singing songs.			
	instruments musically.	Use voices expressively	Play untuned			
	Listen with concentration	and creatively by singing songs.	instruments musically.			
	and understanding to music.	Play untuned	Listen with			
	Experiment with, create,	instruments musically.	concentration and understanding to music.			
	select and combine	Listen with	Experiment with,			
	sounds using the inter-	concentration and understanding to	create, select and			
	related dimensions of music.	music.	combine sounds using			
	music.	Experiment with,	the inter-related dimensions of music.			
		create, select and	amensions of masier			
		combine sounds using the inter-related				
		dimensions of music				
		-				

Year	Skills knowledge	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions		
group	the children				taught?	skills/knowledge				
2	should already					will children have				
						•				
1 st Half Term	EYFS + Y1 = Use voices expressively to sing songs. Most children should know that music has a steady pulse, like a heartbeat. Some children will know that twe can create rhythms from words, lur names, favourite food, colours and animals. GD – children will create their own rhythms	CHARANGA Hands, feet, heart Afropop, S Africa Beat and rhythm Music from South Africa NC Use voices expressively and creatively by singing songs. Play untuned instruments musically. Listen with concentration and understanding to music. Experiment with, create, select and combine sounds using the inter- related dimensions of music.	CHARANGA Wanna play in a band Rock music and movement — playing together School Music Concert Ocarina practice NC Use voices expressively and creatively by singing songs. Play tuned instruments musically. Listen with concentration and understanding to music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	CHARANGA Friendship song Pop music Songs with a message — a song about being a friend. NC Use voices expressively and creatively by singing songs. Play untuned instruments musically. Listen with concentration and understanding to music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listening and appraising. Find the pulse, march. Clap rhythms – long and short sounds whilst marching. Sing in groupsquestion and answer songs Play instrumental parts accurately and in time Improvise within a performance Compose a simple melody using rhythms Appraise	acquired? Use voices to sing expressively. Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names,, favourite food, colours and animals. Some will know that rhythms are different from the pulse Some will know that we add high and low sounds, pitch, when we sing and play our instruments. GD – Others will create their own rhythms.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Which instruments can you hear in this piece? What style of music is it? How do you know? Can you play a D on the ocarina? Is this the pulse or the rhythm? Can you copy back this rhythm? How do you play this untuned instrument? What is the meaning of this song? How do you think the performance went? Why? What are lyrics?		

	Progression		Intent		Implementation		Impact	
Year	Skills knowledge	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions
-					taught?	· · · · · · · · · · · · · · · · · · ·		
3	_							
Year group 3 1st Half Term	-	Autumn CHARANGA Let your spirit fly RnB and other styles — singing in two parts NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter- related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.		CHARANGA Bringing us together Disco music, friendship, hope and unity. NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter- related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range	How will this be taught? Listen and appraise — structure, instruments, voices, pulse. Copy rhythms, invent rhythmic and melodic patterns. Sing in two parts Play instruments accurately and in time. (Glockenspiels) Improvise Compose a simple melody using simple rhythms. Perform	What skills/knowledge will children have acquired? Use voice to sing expressively. Most children should know the difference between pulse and rhythm. GD – Others will knowhow pulse, rhythm and pitch work together to create a song.	•	How many syllables are there each word? Can you clap the rhythm? Is this the pulse or the rhythm? Which instruments can you hear in this piece? What style of music is it? How do you know? Can you play a D on the Recorder? Can you copy back
	instruments. GD – Others will create their own rhythms.			• •	Appraise			Can you copy back this rhythm? How do you play this untuned instrument? What is the meaning of this song?

2 nd	CHARAI	NGA CHA	IARANGA	CHARANGA		
Half	Glocken	nspiel Stage 1 The	e dragon song	Reflect, rewind and		How do you think
Term	Playing	the A po	oop song that tells	replay – Classical		the performance
	glocken	nspiel – a st	tory.	music. The history		went? Why?
	explorin	ng and Mu	usic from around	of music.		
	develop	oing playing the	e world	Revision and		What are lyrics?
	skills.	cele	lebrating our	performance		
		diff	ici ciicc ana	<mark>NC</mark>		
	Christm	nas singing beir	ing kind to one	Play and perform in solo and ensemble contexts,		
	NC NC		other.	using their voices and		
		perform in solo Sch	hool Music	playing musical		
		mble contexts, ir voices and	ncert Recorder	instruments with		
	playing m		actice	increasing accuracy,		
	instrumen			fluency, control and expression.		
	I = -		y and perform in solo	Improvise and compose		
	fluency, co		d ensemble contexts, ng their voices and	music for a range of		
			ying musical	purposes using the inter-		
			truments with	related dimensions of		
			reasing accuracy,	music. Listen with attention to		
		•	ency, control and	detail and recall sounds		
	music.		pression. provise and compose	with increasing aural		
		•	sic for a range of	memory.		
			poses using the inter-	Use and understand staff and other musical		
	memory.		ated dimensions of	notations.		
		understand staff musi		Appreciate and		
	and other notations.		ten with attention to tail and recall sounds	understand a wide range		
	Appreciat		h increasing aural	of quality live and		
	understan	nd a wide range men	mory.	recorded music form different traditions and		
	of quality		and understand	from great composers		
			ff and other musical tations.	and musicians.		
	I ==	at composers and	autoris.	Develop an		
	musicians	-		understanding of the history of music.		
	-	an understanding		nistory of music.		
	of the hist	tory of music.				
1						
1						
1						
1						

Year group 4	Skills knowledge the children should already have	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
1 st Half Term	Use voice to sing expressively. Most children should know the difference between pulse and rhythm. GD – Others will knowhow pulse, rhythm and pitch work together to create a song	CHARANGA Mamma Mia Pop music genre ABBA's music NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter- related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians. Develop an understanding of the history of music.	CHARANGA Stop! Grime, writing lyrics linked to a theme. School Music Concert Ocarina practice NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 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. Use and understand staff and other musical notations. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians. Develop an understanding of the history of music.	CHARANGA Blackbird The Beatles and pop music Equality and the Civil rights movement NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 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. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians. Develop an understanding of the history of music.	Listen and appraise - identify structure,intro, verse, bridge, chorus. Identify instruments and voices. Find the pulse Use glockenspiels or recorders to play, copy back, invent rhythmic and melodic patterns. Sing in unison Play instrumental parts accurately and in time as part of a performance. Improvise Compose Perform Appraise	Use voices to sing expressively and accurately. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. GD - Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Can you copy back this rhythmic pattern or melodic pattern? How many syllables are there each word? What is unison? Can you clap the rhythm? Is this the pulse or the rhythm? Which instruments can you hear in this piece? What style of music is it? How do you know? Can you copy back this rhythm? How do you play this untuned instrument?

2 nd	CHADANCA	CHARANCA	CHARANCA		M/hat is the
	CHARANGA	CHARANGA	CHARANGA		What is the
Half	Glockenspiel Stage 2	Lean on me	Reflect, rewind and		meaning of this
Term	Mixed styles	Soul/Gospel and	replay.		song?
	Exploring and	religious music.	Classical Music.		
	developing playing	Helping on another	The history of		How do you think
	playing skills using	School Music	music and musical		the performance
	the Glockenspeil	Concert Ocarina	language.		went? Why?
		practice	Revision and		
	Christmas singing	NC Play and perform in solo	performance		What are lyrics?
	NC Play and perform in solo	and ensemble contexts,	NC Play and perform in solo		
	and ensemble contexts,	using their voices and	and ensemble contexts,		
	using their voices and	playing musical	using their voices and		
	playing musical	instruments with	playing musical		
	instruments with	increasing accuracy, fluency, control and	instruments with		
	increasing accuracy, fluency, control and	expression.	increasing accuracy, fluency, control and		
	expression.	Improvise and compose	expression.		
	Improvise and compose	music for a range of	Improvise and compose		
	music for a range of	purposes using the inter- related dimensions of	music for a range of		
	purposes using the inter- related dimensions of	music.	purposes using the inter- related dimensions of		
	music.	Listen with attention to	music.		
	Listen with attention to	detail and recall sounds	Listen with attention to		
	detail and recall sounds	with increasing aural memory.	detail and recall sounds		
	with increasing aural memory.	Use and understand	with increasing aural memory.		
	Use and understand staff	staff and other musical	Use and understand		
	and other musical	notations.	staff and other musical		
	notations.	Appreciate and understand a wide range	notations.		
	Appreciate and understand a wide range	of quality live and	Appreciate and understand a wide range		
	of quality live and	recorded music form	of quality live and		
	recorded music form	different traditions and	recorded music form		
	different traditions and	from great composers	different traditions and		
	from great composers and	and musicians. Develop an	from great composers		
	musicians. Develop an understanding	understanding of the	and musicians. Develop an		
	of the history of music.	history of music.	understanding of the		
			history of music.		

	Progression		Intent		Implementation		Impact	
Ye	ar Skills	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions
gro	up knowledge the				taught?	skills/knowledge		
	children should					will children have		
	already have					acquired?		
1 H: Te	already have Use voices to sing expressively and	CHARANGA Livin' on a prayer Rock anthems NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter- related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians. Develop an understanding of the	CHARANGA Make you feel my love Pop Ballads School Music Concert Ukulele practice NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of quality live and recorded music	CHARANGA Dancing in the street Motown NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and	Listen and appraise - identify structure, intro, verse, chorus, bridge, guitar solo Identify instruments Find the pulse Games and challenges using Glocks Singing in unison Play instrumental parts accurately and in time as part of a performance. Improvise and do so as part of a performane. Compose a melody using simple		Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	Can you describe what tempo, pitch, dynamics, texture and structure are? What makes the song sad/happy? Can you copy back this rhythmic pattern or melodic pattern? How many syllables are there each word? What is unison? Can you clap the rhythm? Is this the pulse or the rhythm? Which instruments can you hear in
		history of music.	form different traditions and from great composers and musicians. Develop an	musicians. Develop an understanding of the history of music.	rhythm sn and use as part of a performance			this piece?

		understanding of the		Perform		What style of
2 nd	CHARANGA	history of music. CHARANGA	CHARANGA			music is it? How
Half	Classroom Jazz	Fresh Prince of	Reflect, rewind	Appraise		do you know?
Term	Bossa Nova and	Bel-Air	and replay			
161111	Swing.	Old school hip-hop	Revision and			Can you copy back
	Jazz and	School Music	performance			this rhythm?
	improvisation	Concert Ukulele	NC			
		practice	Play and perform in			How do you play
	Christmas singing	NC	solo and ensemble contexts, using their			this untuned
	<mark>NC</mark>	Play and perform in	voices and playing			instrument?
	Play and perform in solo	solo and ensemble contexts, using their	musical instruments			What is the
	and ensemble contexts, using their voices and	voices and playing	with increasing			meaning of this
	playing musical	musical instruments	accuracy, fluency, control and expression.			song?
	instruments with	with increasing accuracy, fluency,	Improvise and compose			30118.
	increasing accuracy, fluency, control and	control and expression.	music for a range of			How do you think
	expression.	Improvise and	purposes using the inter-related			the performance
	Improvise and compose	compose music for a range of purposes	dimensions of music.			went? Why?
	music for a range of purposes using the inter-	using the inter-related	Listen with attention to			
	related dimensions of	dimensions of music.	detail and recall sounds with increasing aural			What are lyrics?
	music.	Listen with attention to detail and recall	memory.			
	Listen with attention to detail and recall sounds	sounds with increasing	Use and understand			
	with increasing aural	aural memory.	staff and other musical notations.			
	memory.	Use and understand staff and other musical	Appreciate and			
	Use and understand staff and other musical	notations.	understand a wide			
	notations.	Appreciate and	range of quality live and recorded music			
	Appreciate and	understand a wide	form different			
	understand a wide range of quality live and	range of quality live and recorded music	traditions and from			
	recorded music form	form different	great composers and musicians.			
	different traditions and	traditions and from	Develop an			
	from great composers and musicians.	great composers and musicians.	understanding of the			
	Develop an	Develop an	history of music.			
	understanding of the	understanding of the				
	history of music.	history of music.				

Year	Skills	Autumn	Spring	Summer	How will this be	What	Key vocabulary	Key Questions		
group	knowledge the				taught?	skills/knowledge				
6	children should					will children have				
	already have					acquired?				
1 st Half Term		CHARANGA Happy Pop/Neo-Soul Being happy NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 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. Use and understand staff and other musical notations. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians. Develop an understanding of the history of music. Music that makes you happy	CHARANGA A new year Carol Classical or urban Gospel Benjamin Britten's music and cover versions School Music Concert Djembe Drum practice NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians. Develop an	CHARANGA You've got a friend 70s Ballad/pop Carole King's music NC Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians. Develop an understanding of the history of music.	Listen and appraise - describe style indicators of the song, describe stucture, instruments, voices and musical dimensions. Musical activities using Glocks. Rhythm and pitch copy back and Q&A Singing in 2 parts Play instrumental parts accurately and in time as part of a performance. Improvise as part of a performance. Compose a melody using simple rhythms and use as part of a performance. Perform Appraise		style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.	Can you describe what tempo, pitch, dynamics, texture and structure are? What makes the song sad/happy? Can you copy back this rhythmic pattern or melodic pattern? How many syllables are there each word? What is unison? Can you clap the rhythm? Is this the pulse or the rhythm? Which instruments can you hear in this piece? What style of music is it? How do you know? Can you copy back		
					Appraise					

				1010		
2 nd	CHARANGA	CHARANGA	CHARANGA			
Half	Classroom Jazz 2	Music and identity	Reflect, rewind			How do you play
Term	Bacharach and	Who are you?	and replay.			this untuned
	Blues	Create your own	Revision and			instrument?
	Jazz and	music inspired by	performance <i>vc</i>			
	improvisation	your identity and	Play and perform in			What is the
		women in the	solo and ensemble			meaning of this
	Christmas singing	music industry.	contexts, using their voices and playing			song?
	NC NC	School Music	musical instruments			J - 0
	Play and perform in sol		with increasing			How do you think
	and ensemble contexts,	Drum practice	accuracy, fluency,			the performance
	using their voices and playing musical	NC	control and expression.			went? Why?
	instruments with	Play and perform in	Improvise and compose music for a range of			Went. Wily.
	increasing accuracy,	solo and ensemble	purposes using the			What are lyrics?
	fluency, control and	contexts, using their voices and playing	inter-related			vviide die Tyries.
	expression.		dimensions of music.			
	Improvise and compose music for a range of	with increasing	Listen with attention to detail and recall sounds			
	purposes using the inte	accuracy, fluency,	with increasing aural			
	related dimensions of	control and expression.	memory.			
	music.	Improvise and compose music for a	Use and understand			
	Listen with attention to detail and recall sounds		staff and other musical			
	with increasing aural	using the inter-related	notations. Appreciate and			
	memory.	dimensions of music.	understand a wide			
	Use and understand	Listen with attention to	range of quality live			
	staff and other musical	detail and recall sounds with increasing	and recorded music			
	notations. Appreciate and	aural memory.	form different			
	understand a wide rang	e Use and understand	traditions and from great composers and			
	of quality live and	staff and other musical	musicians.			
	recorded music form	notations.	Develop an			
	different traditions and	Appreciate and understand a wide	understanding of the			
	from great composers and musicians.	range of quality live	history of music.			
	Develop an	and recorded music				
	understanding of the	form different				
	history of music.	traditions and from				
		great composers and musicians.				
		Develop an				
		understanding of the				
		history of music.				

Curriculum is at the heart of QE

Quality of education

Intent

 Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) contribution to delivering the curriculum as intended
- Assessment (formative and summative)

Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations