

Music

	Progression	Intent Curriculum design, coverage & appropriateness Aims, knowledge, understanding			Implementation Curriculum delivery, teaching, assessment	Impact Attainment and progress Evaluating knowledge and skills		
Year group 1	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	EYFS Sing familiar songs, move to music, tap simple rhythms, explore and learn how sounds can be changed	<p>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.</p> <p>NC <i>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.</i></p>	<p>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</p> <p>NC <i>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.</i></p>	<p>CHARANGA Your imagination Pop music Creating your own lyrics. Mixed styles. Using imagination.</p> <p>NC <i>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.</i></p>	<p>Listening and appraising music and songs.</p> <p>Find the pulse</p> <p>Clap rhythms</p> <p>Sing and rap in time to the music</p> <p>Play instrumental parts in time</p> <p>Improvise</p> <p>Compose simple melody or rhythm</p> <p>Appraise</p>	<p>Use voices expressively to sing songs.</p> <p>Most children should know that music has a steady pulse, like a heartbeat.</p> <p>Some children will know that we can create rhythms from words, names, favourite food, colours and animals.</p> <p>GD – children will create their own rhythms</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Is this the pulse or the rhythm?</p> <p>Can you copy back this rhythm?</p> <p>How do you play this untuned instrument?</p> <p>What is the meaning of this song?</p> <p>How do you think the performance went? Why?</p> <p>What are lyrics?</p>

Music

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

Music

Year group 2	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	<p>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 we can create rhythms from words, our names, favourite food, colours and animals. GD – children will create their own rhythms</p>	<p>CHARANGA Hands, feet, heart Afropop, S Africa Beat and rhythm Music from South Africa NC <i>Use voices expressively and creatively by singing songs.</i> <i>Play untuned instruments musically.</i> <i>Listen with concentration and understanding to music.</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p>CHARANGA Wanna play in a band Rock music and movement – playing together School Music Concert Ocarina practice NC <i>Use voices expressively and creatively by singing songs.</i> <i>Play tuned instruments musically.</i> <i>Listen with concentration and understanding to music.</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p>CHARANGA Friendship song Pop music Songs with a message – a song about being a friend. NC <i>Use voices expressively and creatively by singing songs.</i> <i>Play untuned instruments musically.</i> <i>Listen with concentration and understanding to music.</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p>Listening and appraising.</p> <p>Find the pulse, march.</p> <p>Clap rhythms – long and short sounds whilst marching.</p> <p>Sing in groups- question and answer songs</p> <p>Play instrumental parts accurately and in time</p> <p>Improvise within a performance</p> <p>Compose a simple melody using rhythms</p> <p>Appraise</p>	<p>Use voices to sing expressively.</p> <p>Most children should know that music has a steady pulse.</p> <p>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.</p> <p>GD – Others will create their own rhythms.</p>	<p>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.</p>	<p>Which instruments can you hear in this piece?</p> <p>What style of music is it? How do you know?</p> <p>Can you play a D on the ocarina?</p> <p>Is this the pulse or the rhythm?</p> <p>Can you copy back this rhythm?</p> <p>How do you play this untuned instrument?</p> <p>What is the meaning of this song?</p> <p>How do you think the performance went? Why?</p> <p>What are lyrics?</p>

Music

<p>2nd Half Term</p>		<p>CHARANGA Ho, Ho, Ho A song with rapping and improvising for Christmas Winter time – creating a performance</p> <p>Christmas singing NC <i>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.</i></p>	<p>CHARANGA Zootime Reggae and animals Song structure</p> <p>School Music Concert Ocarina practice NC <i>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.</i></p>	<p>CHARANGA Reflect, rewind and replay Classical music The history of music. Revision and performance</p> <p>NC <i>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.</i></p>				
---	--	---	---	---	--	--	--	--

Music

Year group	Progression	Intent			Implementation	Impact		
	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
3								
1 st Half Term	<p>Use voices to sing expressively.</p> <p>Most children should know that music has a steady pulse.</p> <p>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.</p> <p>GD – Others will create their own rhythms.</p>	<p>CHARANGA Let your spirit fly RnB and other styles – singing in two parts</p> <p>NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Develop an understanding of the history of music.</i></p>	<p>CHARANGA Three little birds Reggae, animals and Bob Marley School Music Concert Recorder practice</p> <p>NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>CHARANGA Bringing us together Disco music, friendship, hope and unity.</p> <p>NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>Listen and appraise – structure, instruments, voices, pulse.</p> <p>Copy rhythms, invent rhythmic and melodic patterns.</p> <p>Sing in two parts</p> <p>Play instruments accurately and in time. (Glockenspiels)</p> <p>Improvise</p> <p>Compose a simple melody using simple rhythms.</p> <p>Perform</p> <p>Appraise</p>	<p>Use voice to sing expressively.</p> <p>Most children should know the difference between pulse and rhythm.</p> <p>GD – Others will knowhow pulse, rhythm and pitch work together to create a song.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>How many syllables are there each word?</p> <p>Can you clap the rhythm?</p> <p>Is this the pulse or the rhythm?</p> <p>Which instruments can you hear in this piece?</p> <p>What style of music is it? How do you know?</p> <p>Can you play a D on the Recorder?</p> <p>Can you copy back this rhythm?</p> <p>How do you play this untuned instrument?</p> <p>What is the meaning of this song?</p>

Music

<p>2nd Half Term</p>		<p>CHARANGA Glockenspiel Stage 1 Playing the glockenspiel – exploring and developing playing skills.</p> <p>Christmas singing NC <i>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.</i></p>	<p>CHARANGA The dragon song A pop song that tells a story. Music from around the world celebrating our difference and being kind to one another. School Music Concert Recorder practice NC <i>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.</i></p>	<p>CHARANGA Reflect, rewind and replay – Classical music. The history of music. Revision and performance NC <i>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.</i></p>				<p>How do you think the performance went? Why?</p> <p>What are lyrics?</p>
---	--	--	---	---	--	--	--	--

Music

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	<p>Use voice to sing expressively.</p> <p>Most children should know the difference between pulse and rhythm.</p> <p>GD – Others will know how pulse, rhythm and pitch work together to create a song</p>	<p>CHARANGA Mamma Mia Pop music genre ABBA's music NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>CHARANGA Stop! Grime, writing lyrics linked to a theme. School Music Concert Ocarina practice NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>CHARANGA Blackbird The Beatles and pop music Equality and the Civil rights movement NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>Listen and appraise – identify structure, intro, verse, bridge, chorus. Identify instruments and voices.</p> <p>Find the pulse</p> <p>Use glockenspiels or recorders to play, copy back, invent rhythmic and melodic patterns.</p> <p>Sing in unison</p> <p>Play instrumental parts accurately and in time as part of a performance.</p> <p>Improvise</p> <p>Compose</p> <p>Perform</p> <p>Appraise</p>	<p>Use voices to sing expressively and accurately.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p>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.</p>	<p>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.</p>	<p>Can you copy back this rhythmic pattern or melodic pattern?</p> <p>How many syllables are there each word?</p> <p>What is unison?</p> <p>Can you clap the rhythm?</p> <p>Is this the pulse or the rhythm?</p> <p>Which instruments can you hear in this piece?</p> <p>What style of music is it? How do you know?</p> <p>Can you copy back this rhythm?</p> <p>How do you play this untuned instrument?</p>

Music

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

Music

	Progression	Intent			Implementation	Impact		
Year group 5	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	<p>Use voices to sing expressively and accurately.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p>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.</p>	<p>CHARANGA Livin' on a prayer Rock anthems NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>CHARANGA Make you feel my love Pop Ballads School Music Concert Ukulele practice NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an</i></p>	<p>CHARANGA Dancing in the street Motown NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>Listen and appraise – identify structure, intro, verse, chorus, bridge, guitar solo</p> <p>Identify instruments</p> <p>Find the pulse</p> <p>Games and challenges using Glocks</p> <p>Singing in unison</p> <p>Play instrumental parts accurately and in time as part of a performance.</p> <p>Improvise and do so as part of a performane.</p> <p>Compose a melody using simple rhythm sn and use as part of a performance</p>	<p>Most children will know how the pulse, rhythm, pitch, tempo dynamics, texture and structure work together to make a song sound interesting, and e able to keep the internal pulse.</p> <p>GD – Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>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.</p>	<p>Can you describe what tempo, pitch, dynamics, texture and structure are?</p> <p>What makes the song sad/happy?</p> <p>Can you copy back this rhythmic pattern or melodic pattern?</p> <p>How many syllables are there each word?</p> <p>What is unison?</p> <p>Can you clap the rhythm?</p> <p>Is this the pulse or the rhythm?</p> <p>Which instruments can you hear in this piece?</p>

Music

<p>2nd Half Term</p>		<p>CHARANGA Classroom Jazz Bossa Nova and Swing. Jazz and improvisation</p> <p>Christmas singing NC <i>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.</i></p>	<p><i>understanding of the history of music.</i></p> <p>CHARANGA Fresh Prince of Bel-Air Old school hip-hop School Music Concert Ukulele practice NC <i>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.</i></p>	<p>CHARANGA Reflect, rewind and replay Revision and performance NC <i>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.</i></p>	<p>Perform</p> <p>Appraise</p>			<p>What style of music is it? How do you know?</p> <p>Can you copy back this rhythm?</p> <p>How do you play this untuned instrument?</p> <p>What is the meaning of this song?</p> <p>How do you think the performance went? Why?</p> <p>What are lyrics?</p>
---	--	--	---	--	--------------------------------	--	--	--

Music

Year group 6	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	<p>Most children will know how the pulse, rhythm, pitch, tempo dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>GD – Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>CHARANGA Happy Pop/Neo-Soul Being happy</p> <p>NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i> Music that makes you happy</p>	<p>CHARANGA A new year Carol Classical or urban Gospel</p> <p>Benjamin Britten's music and cover versions</p> <p>School Music Concert Djembe Drum practice</p> <p>NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>CHARANGA You've got a friend 70s Ballad/pop Carole King's music</p> <p>NC <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <i>Use and understand staff and other musical notations.</i> <i>Appreciate and understand a wide range of quality live and recorded music form different traditions and from great composers and musicians.</i> <i>Develop an understanding of the history of music.</i></p>	<p>Listen and appraise – describe style indicators of the song, describe structure, instruments, voices and musical dimensions.</p> <p>Musical activities using Glocks.</p> <p>Rhythm and pitch copy back and Q&A</p> <p>Singing in 2 parts</p> <p>Play instrumental parts accurately and in time as part of a performance.</p> <p>Improvise as part of a performance.</p> <p>Compose a melody using simple rhythms and use as part of a performance.</p> <p>Perform</p> <p>Appraise</p>	<p>Most children will know how the pulse, rhythm, pitch, tempo dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>GD – Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>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.</p>	<p>Can you describe what tempo, pitch, dynamics, texture and structure are?</p> <p>What makes the song sad/happy?</p> <p>Can you copy back this rhythmic pattern or melodic pattern?</p> <p>How many syllables are there each word?</p> <p>What is unison?</p> <p>Can you clap the rhythm?</p> <p>Is this the pulse or the rhythm?</p> <p>Which instruments can you hear in this piece?</p> <p>What style of music is it? How do you know?</p> <p>Can you copy back this rhythm?</p>

Music

<p>2nd Half Term</p>		<p>CHARANGA Classroom Jazz 2 Bacharach and Blues Jazz and improvisation</p> <p>Christmas singing NC <i>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.</i></p>	<p>CHARANGA Music and identity Who are you? Create your own music inspired by your identity and women in the music industry. School Music Concert Djembe Drum practice NC <i>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.</i></p>	<p>CHARANGA Reflect, rewind and replay. Revision and performance NC <i>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.</i></p>				<p>How do you play this untuned instrument?</p> <p>What is the meaning of this song?</p> <p>How do you think the performance went? Why?</p> <p>What are lyrics?</p>
---	--	---	---	--	--	--	--	---

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