

Music –Curriculum Progression Map

YEAR A

| Term I | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Overarching Question | How do we find the pulse? | How do we find the pulse? | How do we find the pulse? | How do we symbolise music on paper? | How do we symbolise music on paper? | How do we write music for other people to play? | How do we write music for other people to play? |
| Concept | Finding the pulse | Finding the pulse | Finding the pulse | Using notation | Using notation | Using notation | Using notation |
| End Point | To start to move to the pulse | To independently move to the pulse and are starting to be able to find the pulse with their instrument | To accurately move to and find the pulse with their instrument. They are beginning to play given notes to the pulse. | To know that different notes last for different amounts of time | To know the names and duration of some of the notes | To use different notational durations to compose music within a 4/4 time signature. | To use different notes (A, B and G) on the staff with a selection of durations, to compose a piece of music. |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically | Use and understand staff and other musical notations | Use and understand staff and other musical notations | Use and understand staff and other musical notations | Use and understand staff and other musical notations |

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| | poems and stories with others, and – when appropriate – try to move in time with music. | - 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. | - 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. | | | | |
| Vocabulary KS1 KS2 | Pulse In time Beat Percussion tambourine | Pulse In time Beat Percussion Tambourine, synthesiser, keyboard, guitar | Pulse In time Beat Percussion tambourine synthesiser, keyboard, guitar | Pulse, rhythm, quavers, crotchets, minims. | Pulse, rhythm, quavers, crotchets, minims and semi-breves. | Pulse, rhythm, quavers, crotchets, minims and semi-breves Time signature | Pulse, rhythm, quavers, crotchets, minims and semi-breves. |
| Substantive / Disciplinary knowledge | To explore the pulse and move / play a variety of non-tuned instruments to a well-known nursery rhyme or song (Charanga T1 Y1 lessons simplified) | To find the pulse and begin to move / play tuned and non-tuned instruments in time with a selection of notes and rhythms (Charanga T1 Y1 lessons) | To accurately find the pulse and move / play tuned and non-tuned instruments in time with a selection of notes and rhythms (Charanga T1 Y1 lessons) | To name the notes and timing for quavers, crotchets, minims. (Charanga T1 Y3 lessons) | To name the notes and timing for quavers, crotchets, minims and semi-breves. Start recognising some notes on the stave (Charanga T1 Y3 lessons) | To start using simple notation to start composing own tunes with a 4/4 time signature To include quavers, crotchets, minims and semi-breves in | To accurately use simple notation to start composing own tunes with a 4/4 time signature To include quavers, crotchets, minims and semi-breves in |

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| | | | | | | their compositions Charanga T1 Y5 lessons) | their compositions To accurately use notes G, A and B on the staff Charanga T1 Y5 lessons) |
| Medium used | Singing and percussion instruments | Singing and percussion instruments |

| Term 2 | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Overarching questions | How do we add rhythm and what is pitch? | How do we add rhythm and what is pitch? | How do we add rhythm and what is pitch? | How do we show feelings and create effects through music | How do we show feelings and create effects through music | How do we show feelings and create effects through music | How do we show feelings and create effects through music |
| Concept | Finding rhythm and pitch | Finding rhythm and pitch | Finding rhythm and pitch | Showing feelings in music | Showing feelings in music | Showing feelings in music | Showing feelings in music |
| End Point | To improvise their own rhythm, and to recognise high and low pitch. To learn most of the words to the | To improvise their own rhythm within the pulse, and to accurately pitch their voices high and low to | To compare and discuss different rhythms, pulses and pitches across different pieces of music. | To compare and discuss different rhythms, pulses and pitches across different pieces of music, and to then apply this to | To recognise how different instruments and pieces of music make us feel, and to then improvise a piece of music | To use audio observations from listening to a variety of different music, to create their own basic written music | To use audio observations from listening to a variety of different music, to accurately create their own written music |

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| | songs for their Christmas performance | match a given note. To accurately learn the words to the songs for their Christmas performance | To accurately learn the words to the songs for their Christmas performance | their own compositions. To perform a Christmas song to a high standard using cannon or harmony | that conveys a particular emotion. To perform a Christmas song to a high standard using cannon or harmony | that conveys a particular emotion. To perform a Christmas song to a high standard using cannon or harmony | that conveys a particular emotion. To perform a Christmas song to a high standard using cannon or harmony |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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- | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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- | <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemble contexts, using their voices...with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemble contexts, using their voices...with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemble contexts, using their voices...with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - Play and perform in solo and ensemble contexts, using their voices...with increasing accuracy, fluency, control and expression |

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| | | related dimensions of music. | related dimensions of music. | | | | |
| Vocabulary KSI KS2 | Pitch High and low Rhythm beat | Pitch High and low Rhythm beat | Pitch High and low Rhythm beat | compose | Compose, round, cannon | Round, cannon, harmonies (3 above / below) | Round, cannon, harmonies (3 above / below) |
| Substantive / Disciplinary knowledge | To begin to explore the difference between pulse and rhythm through improvisation To use their hands to show high and low pitch To learn simple songs for Christmas performances (Charanga T2 Y1 lessons simplified) - | To begin to explain the difference between pulse, rhythm, and pitch. To match their voices to a given pitch To sing simple songs with accuracy and in tune for Christmas performances (Charanga T2 Y1 lessons) | To compare and explain different pulses, rhythms, and pitches. To sing by heart, simple songs with accuracy for Christmas performances (Charanga T2 Y1 lessons) | To compose and communicate musical ideas and feelings. To prepare for Christmas performances (Charanga T2 Y3 lessons) | To compose (through improvisation) and communicate musical ideas and feelings. To prepare for Christmas performances including experimenting with singing in a round. (Charanga T2 Y3 lessons) | To compose (using basic notation) and communicate musical ideas and feelings. To prepare for Christmas performances including learning to sing in a round (cannon) and with harmonies. (Charanga T2 Y5 lessons) | To compose and communicate musical ideas and feelings. To prepare for Christmas performances including accurately singing in a round (cannon) and singing with harmonies. (Charanga T2 Y5 lessons) |
| Medium used | Singing and percussion instruments | Singing and percussion instruments | Singing and percussion instruments | Singing and percussion instruments | Singing and percussion instruments | Singing and percussion instruments | Singing and percussion instruments |

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| Term 3 | | | | | | | |
| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |

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| Overarching question | What makes music more interesting? | What makes music more interesting? | What makes music more interesting? | How is rhythm and pulse symbolised? | How is rhythm and pulse symbolised? | What is an orchestra? | What is an orchestra? |
| Concept | Using dynamics to evoke emotions in music | Using dynamics to evoke emotions in music | Using dynamics to evoke emotions in music | Exploring how rhythm is shown in notation | Exploring how rhythm is shown in notation | Understanding how different instruments come together to form an orchestra | Understanding how different instruments come together to form an orchestra |
| End Point | To be able to describe how different pieces of music make them feel | To be able to discuss different dynamics across different pieces of music and how they make us feel | To be able to discuss different dynamics across different pieces of music, using technical vocabulary | To recognise the different types of notation that demonstrate the duration of a note. | To recognise the different types of notation that demonstrate the duration and pitch of a note. | To know the different sections of the orchestra and to be able to name at least one instrument from each section To play the notes of B, A and G with control on the recorder | To explain the different sections and instruments in the orchestra, and how they come together to produce different effects and dynamics. To play the notes of B, A and G with control on the recorder |
| National Curriculum / Statutory framework (EYFS): | - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs | - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned | - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great |

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| | - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | 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. | 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. | composers and musicians | composers and musicians | composers and musicians | composers and musicians |
| Vocabulary KS1 KS2 | Timing Speed Fast and slow Loud and quiet | Tempo Dynamics Speed Fast and slow Loud and quiet | Tempo Dynamics Speed Fast and slow Loud and quiet | Rhythm, pulse, time signatures, recorder | Rhythm, pulse, time signatures, duration, notation, recorder | Strings, brass, woodwind, percussion, recorder | Strings, brass, woodwind, percussion, recorder, dynamics |
| Substantive / Disciplinary knowledge | To explore fast and slow tempos. To explore quiet and loud parts in a piece of music To explore how music can make us feel good (Charanga T3 Y1 lessons simplified) | To begin to compare and recognise different tempos and dynamics in different pieces of music To use music to improve mental health and wellbeing (Charanga T3 Y1 lessons) | To explain the meaning of tempo and dynamics, and be able to compare and recognise and compare different tempos and dynamics in different pieces of music To use music to improve mental | To recognise different notational duration, pulse, rhythm. To understand how music can be used to bring people together | To recognise, use and explain differences in duration, pulse, rhythm and pitch. To begin recognising a range of notation and time signatures | To recognise different instruments in the orchestra and discuss how the different sounds make you feel. To play a simple tune on the recorder with | To recognise different instruments in the orchestra and discuss how the different sounds make you feel. To recognise and play the notes of B, A, C and G to form a |

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| | | | health and wellbeing (Charanga T3 Y1 lessons) | | To understand how music can be used to bring people together | control and accuracy | tune on the recorder with control and accuracy |
| Medium | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | recorders | recorders | recorders | recorders |

| Term 4 | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Overarching question | How can we compare pulse, rhythm and pitch? | How can we compare pulse, rhythm and pitch? | How can we compare pulse, rhythm and pitch? | How has music been used through history? | How has music been used through history? | How has music been used through history? | How has music been used through history? |
| Concept | Finding the pitch and building in rhythm and pulse | Finding the pitch and building in rhythm and pulse | Finding the pitch and building in rhythm and pulse, whilst appreciating different styles of cultural music. | History of music | History of music | History of music | History of music |
| End Point | To talk about different styles and cultural music in a respectful and thoughtful way | To accurately use the words 'pulse', 'rhythm', and 'pitch' to discuss different styles and cultural music in | To recreate different styles and musical cultures with different pitches, rhythms and pulses. | To describe how different genres of music have been used and evolved in celebrations across time | To describe how different genres of music have been used and evolved in celebrations across time. | To describe how different genres of music have been used and evolved in celebrations across time | To describe how different genres of music have been used and evolved in celebrations across time |

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| | | a respectful and thoughtful way | | | To create a graphic score to create a piece of music in one of these time periods | To discuss different scales and tempos and their uses in creating these different styles of music | To discuss how different chords, scales and tempos come together to create these different styles of music |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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. | Develop an understanding of the history of music | Develop an understanding of the history of music | Develop an understanding of the history of music | Develop an understanding of the history of music |

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| Vocabulary KSI KS2 | Pulse, beat, regular, high and low | Pulse, beat, rhythm, regular, pitch, high and low | Pulse, beat, rhythm, regular, pitch, high and low | Waltz, symbolise, pulse | Waltz, graphic score, symbolise, pulse | Triad, major, minor, waltz, graphic score, symbolise, pulse | Triad, major, minor, sharp and flat, waltz, graphic score, symbolise, pulse |
| Substantive / Disciplinary knowledge | To sing songs / play music from different cultures with different pulse, rhythms and pitches To respect each other's different tastes in music and know there is no right or wrong. (Charanga T4 Y1 lessons simplified) | To explore how different cultures use different combinations of pulse, rhythm and pitch in different ways (Charanga T4 Y1 lessons) | To recognise and experiment with how different cultures use different combinations of pulse, rhythm and pitch in different ways and that is often how we recognise musical styles (Charanga T4 Y1 lessons) | To explore how music brings people together (sports matches, celebrations etc.) (Charanga T4 Y3 lessons) | To explore how music brings people together (sports matches, celebrations etc.) To create a graphic score which demonstrates different styles of music through time (Charanga T4 Y3 lessons) | To explore different types of chords such as a triad, major and minor chord both aurally and visually. To explore how music has used different pulses and effects over time (Charanga T4 Y5 lessons) | To recognise a triad, major and minor chord both aurally and visually. To explain how these have changed as a fashion over time. To recognise 3/4 as a waltz, 2/2 as a march and 4/4 as other, more general dance music (Charanga T4 Y5 lessons) |
| medium | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels |

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| Term 5 | | | | | | | |
| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |

| Overarching question | What is improvisation? | What is improvisation? | What is improvisation? | What music should I listen to? | What music should I listen to? | What music should I listen to? | What music should I listen to? |
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| Concept | Improvising to create your own music | Improvising to create your own music | Improvising to create your own music | Exploring and respecting different genres of music | Exploring and respecting different genres of music | Exploring and respecting different genres of music | Exploring and respecting different genres of music |
| End Point | To be able to make up their own tune | To be able to make up their own tune and be able to play it to the rest of the class | To be able to make up their own tune and be able to play it to the rest of the class. To evaluate each other's pieces using the words 'pitch', 'rhythm' and 'pulse'. | To recognise, discuss and compare at least 2 different styles of music. | To recognise, discuss and compare at least 3 different styles of music using technical language. | To share my musical likes and dislikes in a respectful manner to express how they make you feel. | To share my musical likes and dislikes in a respectful manner, using formal language to express how they make you feel. |
| National Curriculum / Statutory framework (EYFS): | - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – | - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration | - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration | - listen with attention to detail and recall sounds with increasing aural memory | - listen with attention to detail and recall sounds with increasing aural memory | - listen with attention to detail and recall sounds with increasing aural memory | - listen with attention to detail and recall sounds with increasing aural memory |

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| | when appropriate – try to move in time with music. | 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. | 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. | | | | |
| Vocabulary KS1 KS2 | Tune, rhythm, beat | Improvisation, improvise, tune, rhythm, beat | Improvisation, improvise, tune, rhythm, pulse | Rock, pop, jazz, blues, soul, pulse, rhythm | Rock, pop, jazz, blues, soul, pulse, rhythm | Rock, pop, jazz, blues, soul, pulse, rhythm, lyrics, impact | Rock, pop, jazz, blues, soul, pulse, rhythm, lyrics, chords, impact |
| Substantive / Disciplinary knowledge | To start exploring and making up our own tunes and rhythms (Charanga T5 Y1 lessons simplified) | To explore (with support) making up our own tunes and rhythms (Charanga T5 Y1 lessons) | To make up our own tunes and rhythms and be able to describe our tune using the words pitch, rhythm and pulse. (Charanga T5 Y1 lessons) | To understand that music is grouped together into different styles, and that it is based on general characteristics and therefore there is not always right and wrong To explore mixing different musical styles | To understand how music is grouped together into different styles, and that it is based on general characteristics and therefore there is not always right and wrong To experiment with mixing | To explore how music can be expressed alongside words (song writing) To share songs that have a particular impact on us (Charanga T5 Y5 lessons) | To explore how music can be expressed alongside words (song writing) To explore the power of combining words and musical elements on our emotions |

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| | | | | (Charanga T5 Y3 lessons) | different musical styles (Charanga T5 Y3 lessons) | | To share songs that have a particular impact on us Charanga T5 Y5 lessons) |
| medium | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, recorders, glockenspiels, percussion |

| Term 6 | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Overarching question | How can music tell a story? | How can music tell a story? | How can music tell a story? | How does that instrument sound? | How does that instrument sound? | What are the main elements of music? | What are the main elements of music? |
| Concept | Music as a way of telling a story | Music as a way of telling a story | Music as a way of telling a story | Recognising the different sounds and effects from different instruments | Recognising the different sounds and effects from different instruments | Recognising the different sounds and effects from different instruments | Recognising the different sounds and effects from different instruments |
| End point | To describe what happens in a given song, as if it were a story. | To choose their favourite song and explain what happens in that song and why it's their favourite. | To compose their own piece of music, with help, that tells a story. | To independently compose their own piece of music that tells a story. | To recognise and discuss different timbres from different instruments | To recognise and discuss different timbres from different instruments using formal language | To recognise and discuss different timbres from different instruments using formal language |

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| | | | | To can explain / discuss the story of other children's pieces using technical language | | To discuss some of the principle elements of music | To use all the principle elements of music to discuss and compare different musical pieces |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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. | Listen with attention to detail and recall sounds with increasing aural memory | Listen with attention to detail and recall sounds with increasing aural memory | Listen with attention to detail and recall sounds with increasing aural memory | Listen with attention to detail and recall sounds with increasing aural memory |

YEAR B

| Term I | | | | | | | |
|---|--|---|---|---|--|---|---|
| YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | YR |
| Overarching Question | How do we find the pulse? | What patterns can we find in music? | What patterns can we find in music? | What is aa time signature? | What is aa time signature? | What does compose mean? | What does compose mean? |
| Concept | Finding the pulse | Finding the pulse | The origin of musical patterns and how these evoke different emotions | Time signatures | Time signatures | Time signatures | Time signatures |
| End Point | To start to move to the pulse | To independently move to the pulse and are starting to be able to find the pulse with their instrument | To describe the origin of musical patterns and how different patterns in music make us feel different emotions. | Recognise visually 2/4 and 3 / 4 as well as 4/4 time signatures | Recognise (both visually and aurally) 2/4 and 3 / 4 as well as 4/4 time signatures | To compose (with help) short pieces of music that fit with a given tune | To compose short pieces of music that fit with a given tune |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration | Use and understand staff and other musical notations | Use and understand staff and other musical notations | Improvise and compose music for a range of purposes using the inter-related dimensions of music | Improvise and compose music for a range of purposes using the inter-related dimensions of music |

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| | others, and – when appropriate – try to move in time with music. | 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. | and understanding to a range of high-quality live and recorded music Develop an understanding of the history of the music | | | | |
| Vocabulary KS1 KS2 | Pulse In time Beat Percussion tambourine | Pulse, rhythm In time Beat Percussion, patterns | Pulse, rhythm, In time Beat Percussion, Patterns, repeat, time signature | Beat, pulse, time signature, rhythm | Beat, pulse, time signature, rhythm, bar | Minim, crotchet, quaver, time signature, bar | Minim, crotchet, quaver, semi- brieve, time signature, bar |
| Substantive / Disciplinary knowledge | To explore finding the pulse and move / play a variety of non-tuned instruments in time to a well-known nursery rhyme or song (Charanga T1 Y1 lessons simplified) | To explore how music came originally from storytelling and ceremony. To explore how music is linked to different feelings and to start exploring how different musical patterns make us feel | To recognise and verbalise how music came originally from storytelling and ceremony. To link music to different feelings and to start exploring how different musical patterns make us feel | Recognise visually 2/4 and 3 / 4 as well as 4/4 time signatures Charanga T1 Y4 lessons) | Recognise (both visually and aurally) 2/4 and 3 / 4 as well as 4/4 time signatures Charanga T1 Y4 lessons) | To compose (with help) short pieces of music that fit with a given tune Charanga T1 Y6 lessons) | To compose short pieces of music that fit with a given tune Charanga T1 Y6 lessons) |

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| | | Charanga T1 Y2 lessons) | Charanga T1 Y2 lessons) | | | | |
| Medium used | Percussion instruments | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels |

| Term 2 | | | | | | | |
|-----------------------|---|---|---|---|---|--|--|
| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Overarching questions | How do we add rhythm and what is pitch? | What are Dynamics and Tempo? | What are Dynamics and Tempo? | What are the foundational elements of music? | What are the foundational elements of music? | How do we create different effects with our voices? | How do we create different effects with our voices? |
| Concept | Rhythm | Dynamics and Tempo | Dynamics and Tempo | Inter-related Dimensions of Music (pitch, texture, tempo, structure, timbre, dynamics, duration) | Inter-related Dimensions of Music (pitch, texture, tempo, structure, timbre, dynamics, duration) | Harmony and Cannon | Harmony and Cannon |
| End Point | To confidently find the pulse, and are start to find the rhythm | To use the pulse to describe the 'energy' of a piece of music To compare the effects of pulse, pitch and tempo on the dynamics | To apply their knowledge of energy and dynamics in their Christmas performances | To be aware of the foundation elements of music and start using this technical vocabulary | To know all the foundation elements of music and be able to describe pieces using this language | To sing at the correct pitch for melody, harmony and cannon. | To examine Christmas carols and modern songs, and sing them at the correct pitch for melody, harmony and cannon. |

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| | | of different pieces of music | | | | | |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned 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. | Listen with attention to detail and recall sounds with increasing aural memory | Listen with attention to detail and recall sounds with increasing aural memory | Play and perform in solo and ensemble contexts, using their voices and laying musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and laying musical instruments with increasing accuracy, fluency, control and expression Develop an understanding of the history of music |
| Vocabulary KS1 KS2 | Pitch High and low Beat Fast and slow | Pitch, tempo, High and low Rhythm Beat Fast and slow | Pitch, dynamics, tempo High and low Rhythm Beat | Pulse, rhythm, pitch, tempo, dynamics | Pulse, rhythm, pitch, tempo, dynamics, timbre | Harmony, round, hymn, carol | Harmony, round, hymn, carol, historic, Tudor, Victorian |

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| | | | Fast and slow | | | | |
| Substantive / Disciplinary knowledge | <p>Begin to explore the difference between pulse and rhythm through improvisation</p> <p>To learn songs for Christmas performances</p> <p>(Charanga T2 Y1 lessons simplified)</p> <p>-</p> | <p>To find the pulse and explore how tempo effects the 'energy' of a piece of music</p> <p>To explore how music dynamics convey emotion and atmosphere</p> <p>To prepare for Christmas performances, starting to sing with the correct pitch.</p> <p>(Charanga T2 Y1 lessons)</p> | <p>To find the pulse and use it to explain how the tempo effects the 'energy' of a piece of music</p> <p>To explore and apply how music dynamics convey emotion and atmosphere</p> <p>To use these skills to prepare for Christmas performances and sing accurately at the correct pitch.</p> <p>To understand how pitch rises and falls throughout a song.p]o<?... (Charanga T2 Y1 lessons)</p> | <p>To start exploring the foundational elements of music:</p> <ul style="list-style-type: none"> • Pulse • Rhythm • Pitch – high and low sounds • Tempo – the speed of the music – fast, slow or in-between. • Dynamics – how loud or quiet music is. <p>To prepare for Christmas performances</p> <p>(Charanga T2 Y4 lessons)</p> | <p>To explore the foundational elements of music:</p> <ul style="list-style-type: none"> • Pulse • Rhythm • Pitch – high and low sounds • Tempo – the speed of the music – fast, slow or in-between. • Dynamics – how loud or quiet music is. • Timbre <p>To prepare for Christmas performances</p> <p>(Charanga T2 Y4 lessons)</p> | <p>To prepare for Christmas performances using carols and Christmas songs sung in harmony and cannon (round)</p> <p>(Charanga T2 Y6 lessons)</p> | <p>To prepare for Christmas performances</p> <p>To compare historic and modern Christmas hymns / songs</p> <p>(Charanga T2 Y6 lessons)</p> |
| Medium used | Singing and percussion instruments | Singing and percussion instruments | Singing and percussion instruments | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels |

| Term 3 | | | | | | | |
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| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Overarching question | What makes music more interesting? | How does music make us feel? | How does music affect how we feel? | How do we use pulse and groove in our improvisations? | How do we use pulse and groove in our improvisations? | How do we perform music to the best of our abilities? | How do we perform music to the best of our abilities? |
| Concept | Different styles of music | Discussing how different music makes us feel | Discussing how different music makes us feel | Improvisation, pulse and groove | Improvisation, pulse and groove | Performances | Performances |
| End Point | | | | | | | |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds | <ul style="list-style-type: none"> Improvise and compose music of a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory | <ul style="list-style-type: none"> Improvise and compose music of a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions |

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| | | using the inter-related dimensions of music. | using the inter-related dimensions of music. | | | | |
| Vocabulary KS1 KS2 | Tempo Dynamics Speed Fast and slow Loud and quiet | Tempo Dynamics Speed Fast and slow Loud and quiet | Tempo Dynamics Speed Fast and slow Loud and quiet | Styles of music: Funk, Rock, Dance music and Soul Pulse, groove, improvise | Styles of music: Funk, Rock, Dance music and Soul Pulse, groove, improvise | Stave, notes, B, A, G, recorder, control | Stave, notes, B, A, G, recorder, control |
| Substantive / Disciplinary knowledge | To explore fast and slow tempos. To explore quiet and loud parts in a piece of music To explore how music can make us feel good (Charanga T3 Y1 lessons simplified) | To explore how music is linked to communicating and understanding emotions and feelings (Charanga T3 Y1 lessons) | To explore how music is linked to communicating and understanding emotions and feelings To begin using music to communicate (through composing / improvising) our own feelings (Charanga T3 Y1 lessons) | To deepen knowledge about the foundational elements of music with a focus on pulse and groove in improvisation (Charanga instruments /recorder /first notes) | To deepen knowledge about the foundational elements of music with a focus on pulse and groove in improvisation To explore how 'groove' is the sense of: when listening to styles like Funk, Rock, Dance music and Soul, you will be able to feel the groove inside of you. (Charanga instruments/ recorder /first notes) | To understand how musical practise prepares us for a performance To play the notes of B, A and G on the recorder (Charanga instruments/ recorder /first notes) | To understand how musical practise prepares us for a performance To play the notes of B, A and G on the recorder with control and precision. (Charanga instruments/ recorder /first notes) |

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| Medium | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and recorders | Singing and recorders | Singing and recorders | Singing and recorders |
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| Term 4 | | | | | | | |
|---|---|--|--|---|---|---|---|
| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Overarching question | How can we compare pulse, rhythm and pitch? | How can music tell a story? | How can music tell a story? | How can we work together in music? | How can we work together in music? | How do we write our own music? | How do we write our own music? |
| Concept | | | | | | | |
| End Point | | | | | | | |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music | <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music | <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music | <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music | <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music |

| Term 5 | | | | | | | |
|---|---|--|--|---|---|---|---|
| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Overarching question | What is improvisation ? | How does musical pulse and rhythm make us dance? | How does musical pulse and rhythm make us dance? | How can we write what we feel? | How can we write what we feel? | What is a chord and how do we use it? | What is a chord and how do we use it? |
| Concept | | | | | | | |
| End Point | | | | | | | |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |

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| | | select and combine sounds using the inter-related dimensions of music. | select and combine sounds using the inter-related dimensions of music. | | | | |
| Vocabulary KS1 KS2 | Improvisation, improvise, tune, rhythm, beat | Ceremony, dance, rhythm, pulse, culture | Ceremony, dance, rhythm, pulse, culture | Pulse, rhythm, pitch, tempo | Pulse, rhythm, pitch, tempo, dynamics, treble, bass | Major, minor, chord | Major, minor, chord, scales, pentatonic |
| Substantive / Disciplinary knowledge | To explore making up our own tunes and rhythms | To explore how musical ceremonies are interlinked with dance, and how music naturally makes us move our bodies to the pulse (beat). To explore different types of music that go with different dances (Charanga T5 Y1 lessons) | To explain and discuss how musical ceremonies are interlinked with dance, and how music naturally makes us move our bodies to the pulse (beat). To start learning the difference between pulse and rhythm To explore different types of music that go with different dances | To continue learning about the foundational elements of music with a focus on notes and feelings | To know some of the foundational elements of music with a focus on notes and feelings | To begin putting together notes in order to create a chord | To put together notes in order to create a chord |

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| medium | Singing, glockenspiels, percussion | Singing, percussion | Singing, percussion | ukele | ukele | ukele | ukele |
|--------|--|------------------------|------------------------|-------|-------|-------|-------|

| Term 6 | | | | | | | |
|---|---|--|--|---|---|---|---|
| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Overarching question | How can music tell a story? | How can we make up our own music? | How can we make up our own music? | How do we use the foundation elements of music | How do we use the foundation elements of music | How do we compose music together? | How do we compose music together? |
| Concept | | | | | | | |
| End Point | | | | | | | |
| National Curriculum / Statutory framework (EYFS): | <ul style="list-style-type: none"> - Explore and play with a wide range of media and materials (expressive art) - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music | <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Improvise and compose music for a range of purposes using the inter-related dimensions of music | Improvise and compose music for a range of purposes using the inter-related dimensions of music |

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| | | - experiment with, create, select and combine sounds using the inter-related dimensions of music. | - experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | |
| Vocabulary KS1 KS2 | Combine, pitch, rhythm, pulse, blend | Combine, pitch, rhythm, pulse, blend | Combine, pitch, rhythm, pulse, blend | Pulse, rhythm, pitch, tempo | Pulse, rhythm, pitch, tempo, dynamics, treble, bass | consolidation | consolidation |
| Substantive / Disciplinary knowledge | To explore how we can combine these tunes and rhythms to tell a story | To create, with help, a musical piece that communicates feelings and ideas | To create a musical piece that tells a story and communicates feelings and ideas | To use the foundational elements of music and what we have learned so far, to compose music that expresses feelings in the same way as art might. | To use the foundational elements of music and what we have learned so far, to compose music that expresses feelings in the same way as art might. | To work with others to compose a piece of music, whilst implementing all the elements of music learned over the year. | To work with others to compose a piece of music, whilst implementing all the elements of music learned over the year. |
| Medium | Singing, glockenspiels | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion and recorders | Singing, glockenspiels, percussion and recorders | Singing, glockenspiels, percussion and recorders | Singing, glockenspiels, percussion and recorders |