

Curriculum Planning – Key units, styles and themes covered in each Year group

Music

Music			
Teaching sequence in music	Learning, working and talking like a Musician	Being introduced to the key terms and vocabulary that a musician would use and encouraging use of correct vocabulary when writing and talking about music	
Big Picture: Start with what the children know, understand, are able to do and able to say. Daily Review: Revisit previous learning.		Concepts	Explanation
Specify key vocabulary to be used and its meaning.		Melody	Melody is formed from a succession of single notes; it is combined with rhythm to make a tune. Melody can be created using steps and leaps. The collection of notes from which a melody is formed is called a scale.
Follow Charanga Lesson Plans as per below planning		Harmony	Harmony is the sound made by two or more notes simultaneously. These combinations are sometimes called chords. Harmony can sound pleasing to the ear or clashing, depending on the notes used. We use harmony when we play chords on the ukulele.
Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work;		Pitch	Pitch is the sound of a single note in relation to other notes. Words which can describe the pitch include: high, low, treble, bass, sharp or flat.
Consistent opportunities to listen to and appraise a wide variety of musical genres		Tempo	Tempo is the speed of a piece of music. The tempo can change during a piece. The tempo describes the pulse or beat of the music. Sometimes we use Italian words to describe the tempo such as <i>lento</i> , which means slow, or <i>allegro</i> , which means lively.
Consistent opportunities to perform, using voices and a wide variety of musical instruments		Dynamics	Dynamics are used to describe the volume of one or more notes in a piece of music. The dynamics can change gradually or suddenly. Symbols known as dynamic markings, based on Italian descriptions, are often used such as <i>f</i> for <i>forte</i> which means ‘strong’ or ‘loud’.
Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition		Structure	Structure is the overall framework of a piece of music. The structure of a song will usually have an introduction, some verses and a chorus.
Consistent opportunities for pupils to improvise and compose. Reflecting on and evaluating their work.		Texture	The texture of a piece of music describes how the different sounds are being woven together. A thick texture uses several ideas at once. A thinner texture will have fewer parts. For example a whole class singing ‘Frere Jacques’ is a thin texture. A few children singing the same song as a four-part round, starting at different times, will create a thicker structure.
Weekly composer/music as per assembly rota to be discussed and music listened to in class and during assemblies		Timbre	Timbre is the unique sound quality which helps us to distinguish between different instruments and voices. The different ways an instrument is played can change its timbre.
Weekly key stage singing lessons (Thursday)		Rhythm	Rhythm is the organisation of long and short sounds around a pulse or beat. Some rhythms coincide with the beat; others use syncopation, in which most of the sounds fit between the main beats.
Performance through class assemblies, Christmas performance (EYFS/KS1), Carol Service (KS2), Spring Concert and Choir		Composing	Composing occurs when you select and organise sounds to make music. Good compositions have an intention which is successfully communicated to the audience.
Weekly instrument lessons and half termly performance through IRock and Services for Education	Performing	Performing is the act of making music for an audience at a particular time and place. Most performances need to be practised.	

		Notation	Notation is the method used to record, on paper or on screen, music that is heard or performed. A musician needs to read and write notation to share ideas. There are several different types of standard notation.
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Eras of Music	(c. 1150-c. 1400) (c. 1400-c. 1600) (c. 1600-c. 1750)	Medieval Renaissance Baroque	(c. 1750-c. 1830) (c.1830-1860)	Classical Early Romantic	(c.1860-c.1920) (c. 1920-present)	Late Romantic 20th and 21st century
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Progression in Music

	Reception	KS1	KS2
End of key stage expectations	<ul style="list-style-type: none"> listen with increased attention to sounds respond to what they have heard, expressing their thoughts and feelings remember and sing entire songs sing the pitch of a tone sung by another person ('pitch match') sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs create their own songs or improvise a song around one they know play instruments with increasing control to express their feelings and ideas 	<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"> 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 high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.

EYFS

Reception						
Charanga	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Title	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind, Replay
Style						
Theme						
Performance		Christmas production		Spring Concert		Class assembly
Vocabulary						

KS1

Year 1					
Charanga	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Reflect, Rewind, Replay
Style	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Classical

Theme	How pulse, rhythm and pitch work together	Pulse, rhythm and pitch, rapping, dancing and singing	How to be in the groove with different styles of music	Pulse, rhythm and pitch in different styles of music	The history of music, look back and consolidate your learning, learn some of the language of music.
Performance		Christmas production	Spring Concert		Class assembly
Vocabulary					
Year 2					
	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Reflect, Rewind, Replay
Style	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Classical
Theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	The history of music, look back and consolidate your learning, learn some of the language of music.
Performance		Christmas production	Spring Concert	Class assembly	
Vocabulary					

KS2

Year 3				
Charanga	Theme 1	Theme 2	Theme 3	Theme 4
Title	Let Your Spirit Fly Glockenspiel Stage 1	Three Little Birds The Dragon Song	Bringing us together	Reflect, Rewind, Replay
Style	RnB	Reggae A Pop song that tells a story	Disco	Classical
Theme	RnB and other styles Exploring & developing playing skills	Reggae and animals Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music.
Performance	Carol Service	class assembly	Spring concert	KS2 Production
Vocabulary				
Year 4				
Charanga	Theme 1	Theme 2	Theme 3	Theme 4
Title	Flute Step 1/2	Flute Step 3/4	Flute Step 5/6	Flute Step 7/8
	Instrument tuition from Services for Education	Instrument tuition from Services for Education	Instrument tuition from Services for Education	Instrument tuition from Services for Education
Performance	Carol Service/ Class assembly	flute concert	flute concert/Spring Concert	Flute concert/KS2 Production
Vocabulary				
Year 5				
Charanga	Theme 1	Theme 2	Theme 3	Theme 4
Title	Livin on a Prayer	Great Composers	Dancing in the Street	Classroom Jazz 1
Style	Rock	Classical	Motown	Bossa Nova and Swing

Theme	Rock anthems	Listen, appraise and enjoy a variety of classical music	Motown	Jazz and Improvisation
Performance	Carol Service/Class assembly		Spring Concert	KS2 Production
Vocabulary				
Year 6				
Charanga	Theme 1	Theme 2	Theme 3	Theme 4
Title	Classroom Jazz 2	A New Year Carol	Happy	You've Got A Friend
Style	Bacharach and Blues	Classical or Urban Gospel	Pop/Neo Soul	70s Ballad/Pop
Theme	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	Being happy!	The music of Carole King
Performance	Carol Service		Spring Concert	KS2 Production/Leavers Assembly
Vocabulary				