



The primary intent for our Music Curriculum: (what does ready for KS3 mean?)

- Children enjoy music as more than 'background noise' – and from a range of music types. Children are encouraged to find their own 'groove'.
- Children know that music is an art – a way for themselves and others to express themselves, creatively
- Children know that they do not have to be able to play a tuned instrument to be good at and appreciate music
- Children confidently sing, either individually or as a group – everyone can sing!
- Children can create compositions, with a growing knowledge of instruments and what they sound like, pitch, tempo and dynamics
- Gain the key knowledge, vocabulary and skills identified in each unit, so that they have a firm knowledge base to study at KS3

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<p>Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music:</p> <ol style="list-style-type: none"> 1. Listening and Appraising 2. Musical Skills: Singing, Playing instruments, Improvisation, Composition 3. Performing 	<ul style="list-style-type: none"> ❖ The pursuit of knowledge through an understanding of beauty and emotion 	<ul style="list-style-type: none"> ❖ The personal response to music

Key Subject Teaching Approaches

- ❖ Music is taught through both discrete lessons and whole school singing and performing events. When children sing – they are taught to sing. This learning takes place from Early Years and right through the school.
- ❖ Children in Early Years sing and engage with music every day. They are also taught a discrete music lesson each week.
- ❖ We have selected the 'Charanga' scheme of learning; this was carefully chosen for its sequential approach and careful thought to supporting children's progression in knowledge and skills across a range of musical competencies. It more than meets the demands of the national curriculum. Support for teachers is excellent.
- ❖ We know that in Music, as in all curriculum areas, development of skills relies on knowledge. This is why knowledge component are taught and practised repeatedly in order to form skills.
- ❖ From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities
- ❖ At Cambrai, children are taught three key strands of knowledge and understanding and will learn that when these three areas come together, great music is created:
 - Technical understanding of music; accurately producing sound through their voice and instruments
 - The construction and composition of music; understanding musical components
 - Expression in music; what mediums are used in the music?
- ❖ All musical learning at Cambrai is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning
- ❖ Music in this school is not just for those with a musical talent; all children appraise, compose and perform.
- ❖ Those with musical talent are recognised, supported and stretched through the curriculum and also through personal invitations to extra-curricular clubs such as choir and recorder club.
- ❖ All children will get experience of music being taught by a specialist – in order to ensure that staff subject knowledge does not become a barrier to all children accessing high quality music provision.
- ❖ Music is a key part of our school culture, it is played from the moment you step through the entrance doors. The music chosen for children to listen to in daily assemblies has a structured approach – with daily questions and whole staff input. The intention is to clearly cement the emotional impact and role of music within our daily lives – through strong role modelling.

Foundations of Learning – The Early Years

Our music curriculum starts with firm foundations in Reception. Key knowledge and skills are taught explicitly through a progressive sequence of lessons that ensure that children are effectively prepared for the demands of the Key Stage 1 Curriculum. Children learn and explore units of sound and play games to explore rhythm.

Our approach ensures that children are able to meet the demands of the Early Learning Goal: **Being Imaginative and Expressive**.

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

Importantly, children will also be supported in achieving the ELG for **Listening, Attention and Understanding** through music

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding.

Subject Unit Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 3 OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	New Unit (Preview) 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Reception	<ul style="list-style-type: none"> Know that we can move with the pulse of the music. 	<ul style="list-style-type: none"> Know twenty nursery rhymes off by heart. Know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> Know that the words of songs can tell stories and paint pictures. 		<ul style="list-style-type: none"> Know the names of the instruments they are playing. 	<ul style="list-style-type: none"> Know a performance is sharing music with other people, called an audience.
Year 1	Hey you! <ul style="list-style-type: none"> Know that pulse is a steady beat Know that rhythm is pattern of long or short sounds 	Rhythm in the Way we Walk and Banana Rap <ul style="list-style-type: none"> Show how to clap the rhythm of your name Show how you march to a pulse Know that pitch is how high or low a sound is 	In The Groove <ul style="list-style-type: none"> Show how to play C note Show a simple melody using C and D 	Round and Round <ul style="list-style-type: none"> Know that Latin music has its own style Say what you like about Latin music Know how to recognise drums / guitar / piano in music 	Your Imagination <ul style="list-style-type: none"> Know how recognise drums / guitar / piano in music Know 5 songs off by heart Know how to sing them in unison. 	Reflect & Perform <ul style="list-style-type: none"> To know a performance is sharing music with other people, called an audience.
Year 2	Hands, Feet, Heart <ul style="list-style-type: none"> Know that a steady beat is like a ticking clock. Know that songs have a 'musical style'. 	HO HO HO <ul style="list-style-type: none"> Know how to find the pulse in a piece of music. Know how rhythms are different from the steady pulse. 	I Wanna Play in a Band <ul style="list-style-type: none"> Know that disco music has its own style To know that composing is writing a story with music To compose a simple melody using C&D 	Zovertime <ul style="list-style-type: none"> Show how to compose a simple rhythm. Know the key features of the musical style of 'reggae' 	Friendship Song <ul style="list-style-type: none"> Show how to compose and play a simple rhythm using C and G 	Reflect and Perform <ul style="list-style-type: none"> Know a performance can be a special occasion and involve a class, a year group or a whole school.
Year 3	Let your spirit fly <ul style="list-style-type: none"> Know that the tempo is the speed of a piece of music Know that the rhythm is the pattern of long and short sounds as you move through the song. Know and identify common and unusual instruments in a song 	Glockenspiel <ul style="list-style-type: none"> Know that instruments can make a range of different sounds Know the names of common percussion instruments & identify these by the sound they make Show you play the notes C, D, E + F? Show how you compose a piece using C, D E and F? 	Three Little Birds <ul style="list-style-type: none"> Know how to identify the chorus and verse of the song Know that music can be divided in to different genres (types) and eras (times). Know that there are different ways in which we can use our voices e.g. speaking, chanting & singing. Know that Bob Marley was a significant influence on reggae music 	The Dragon Song <ul style="list-style-type: none"> Know what singing in '2 parts' means Show how to play the notes G, A and B Know that symbols can be used to represent sounds. 	Bringing us together <ul style="list-style-type: none"> Know that disco music has its own style Know that lyrics can have different impact on the listener 	Reflect & Perform <ul style="list-style-type: none"> Know that our voices can sing songs expressively using a melody at our own pitch
Year 4	Mamma Mia <ul style="list-style-type: none"> To know the basic musical style of ABBA To read the notes G and A 	Glockenspiel Stage 2 <p>To play the notes C, D, E, F and G? {</p> <p>To talk about what went well about your performance</p>	Stop! <p>To know what 'structure' means in a song.</p> <p>To know the difference between electrical and digital sounds</p>	Lean on Me <p>To know the basic musical style of 'gospel music'?</p> <p>To know what is meant by 'backing vocal</p> <p>To know what is meant by the 'bridge' point in a song</p>	Blackbird <ul style="list-style-type: none"> To identify the 'theme' of the music To know what acoustic means To know what a percussion instrument is 	Reflect, Rewind and Replay <p>To choose one song and be able to talk about it (some of the style indicators, lyrics, what the song is about, any musical dimensions featured in the song and where they are used – texture, dynamics, tempo, rhythm and pitch).</p>
Year 5	Livin' on a Prayer (rock anthems) <ul style="list-style-type: none"> To identify the 'style indicators' for rock music To know what the musical dimensions are that make the song interesting 	Classroom Jazz <ul style="list-style-type: none"> To explain the structure of 'Swing' music To know the structure of 'Bossa' music To know a composition has pulse, rhythm and pitch that work together and are 	Make You Feel My Love <ul style="list-style-type: none"> To know the style indicators of a 'pop ballad' To know what the term 'melody' mean To know how a solo singer makes a thinner texture than a large group. 	Prince of Belair (Old school Hip Hop) <ul style="list-style-type: none"> To know style indicators of 'hip hop) To know what 'loops' are 	Dancing in the Street <ul style="list-style-type: none"> To know what we mean by 'brass section' To know the style indicators for 'motown' 	

Skills Progression

Singing, Playing instruments, Improvisation

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> To sing along with a pre-recorded song and add actions. To sing along with the backing track. To find the pulse in simple nursery rhymes To copy basic rhythm patterns 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session

Composition

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> Invent patterns using one pitched note 	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.

			<ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) 	<ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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Performing

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <ul style="list-style-type: none"> Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why 	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Listening and Appraising

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn how they can enjoy moving to music by dancing, marching etc 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching etc 	<ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other 	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other

				people's thoughts about the music.	<ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. 	<p>people's thoughts about the music.</p> <ul style="list-style-type: none"> ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.
Inter-related dimensions of music to be used throughout each year group.						
<ul style="list-style-type: none"> ● PULSE: the steady beat of a piece of a piece of music ● PITCH: the melody and the way the notes change from low to high and vice versa. ● RHYTHM: or duration is the pattern of long and short sounds in a piece of music ● DYNAMICS: Loud and soft ● TEMPO: Fast and slow ● TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) ● TEXTURE: Layers of sound (number of instruments or voices playing together) ● STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse 						

The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



