



What are the Knowledge, Skills and Understanding we want our pupils to gain?

September 2022

Intent of our Music curriculum –

At Pensford, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, performing and composing across a wide variety of historical periods, styles, traditions, and musical genres. We want children to develop a curiosity for the subject, recognise the ways in which music can support their *well-being* and appreciate the importance of all types of music within their own lives and the lives of others. By following the Charanga Musical School Scheme, we provide a broad and balanced music curriculum through which the interrelated dimensions of music are weaved. The scheme also provides opportunities for children to use digital *technologies* to compose, edit and refine pieces of music.

Year A

	Term 1	Term 2	Term 3	Term 4	Term 5 & 6	
EYFS	Topic – Time to Wonder		Topic – Me and my world		Topic – Out and About	
	Sing songs and join in with actions confidently. Introduce instruments and explore rhythm.	Explore voice and body sounds - (Dynamics - Volume) Control voice and body sounds - (Dynamics - Volume)	Instruments (names and how to play) Experiment with different ways of playing an instrument. Using instruments Context: Using instruments (bells and maracas) to find the rhythm/syllables in the song 'Zoo time' and different animal words. Recording children's music	Listening and responding to music - Explore how sounds can accompany a story Listening and responding to music. Make choices about sounds to accompany a story Week 1 Context: Responding to music using BBC video.	Explore voice and body sounds Tempo Control voice and body sounds - (Tempo)	Listen to music and express ideas through movement. Explore sounds of animals using instruments

				Week 3: Context: Using Twinkl instrument Power point Week 4: Using story 'Peace at Last' and instruments.		
KS1	Topic – Whose party is it?	Topic – Fire!	Topic – How do I get to...?	Topic – Where are all the wild things?	Topic – Once upon a time	
	Hey You!	Rhythm in the Way We Walk and Banana Rap / Christmas play	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Lower KS2	Topic – North, East, South, West	Topic – Rise of the Robots	Topic – Extreme Survival	Topic – Dig for Victory (WW2)	Topic – Hail Caesar (with a snap, crackle and pop!)	
	Let Your Spirit Fly	Glockenspiel Stage 1 / Christmas play	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind and Replay
Upper KS2	Topic – Mmm chocolate (Mayans)	Topic – Why aorta keep fit	Topic – Marvellous Mayans	Topic – Were we a fish?	Topic – Dragon's Den	
	Livin' on a Prayer	Classroom Jazz 1 / Christmas play	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Summer Production

Year B – please update the new model music curriculum below

Old curriculum	Term 1	Term 2	Term 3	Term 4	Term 5 & 6	
EYFS Not following the Charanga curriculum	Topic – How do you do?		Topic – Me and my world		Topic – Out and About	
	Sing songs and join in with actions confidently. Introduce instruments and explore rhythm.	Explore voice and body sounds - (Dynamics - Volume) Control voice and body sounds - (Dynamics - Volume)	Instruments (names and how to play) Experiment with different ways of playing an instrument. Recording children’s music	Listening and responding to music - Explore how sounds can accompany a story Listening and responding to music. Make choices about sounds to accompany a story	Explore voice and body sounds Tempo Control voice and body sounds - (Tempo)	Listen to music and express ideas through movement. Explore sounds of animals using instruments
KS1	Topic – Our amazing world	Topic – Toy Story	Topic – We are artists	Topic – Maps and routes	Topic – Seaside and weather	
	Hands, Feet, Heart	Ho, Ho, Ho / Christmas play	I Wanna Play in a Band <i>From this term, we are no longer following the original curriculum but trialling the new model music curriculum</i>	Zootime	Friendship Song	Reflect, Rewind and Replay
Lower KS2	Topic – Going Global	Topic – Raiders and Traders (Vikings and Anglo Saxons)	Topic – Walk like an Egyptian	Topic – Who is roaming in the rainforest?	Topic – Down in the valley (Local Area Study)	
	Mama Mia	Glockenspiel Stage 2 / Christmas play	Stop! <i>From this term, we are no longer following the original curriculum but trialling the new model music curriculum</i>	Lean on Me	Blackbird	Reflect, Rewind and Replay

Upper KS2	Topic – What’s out there? (<i>Space</i>)	Topic – Who let the God’s out? (<i>Ancient Greece</i>)	Topic – Is it me or is it hot in here?	Topic - Victorious Victorians	Topic – How steady is your hand?	
	Happy	Classroom Jazz 2 – was this taught?	A New Year Carol <i>*Mama Mia Unit taught in Term 3 2021/22 as it was not previously taught to this cohort</i>	You’ve Got a Friend	Music and Me	Reflect, Rewind and Replay (elements of) Summer Production

Year B – UPDATED in-line with new The Model Music Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5 & 6	
EYFS (Not following Charanga planning)	Topic – How do you do?		Topic – Me and my world		Topic – Where can I find a pirate?	
	Sing songs and join in with actions confidently. Introduce instruments and explore rhythm.	Explore voice and body sounds - (Dynamics - Volume) Control voice and body sounds - (Dynamics - Volume)	Instruments (names and how to play) Experiment with different ways of playing an instrument. Using instruments Context: Using instruments (bells and maracas) to find the rhythm/syllables in the song ‘Zoo time’ and different animal words. Recording children’s music	Listening and responding to music - Explore how sounds can accompany a story Listening and responding to music. Make choices about sounds to accompany a story Context: Week 1: Responding to music using BBC video. Week 3: Using Twinkl instrument Power point Week 4: Using story ‘Peace at Last’ and instruments.	Explore voice and body sounds Tempo Control voice and body sounds - (Tempo)	Listen to music and express ideas through movement. Explore sounds of animals using instruments

KS1	Topic – Our amazing world	Topic – Toy Story	Topic – We are artists	Topic – Maps and routes	Topic – Seaside and weather	
	Introducing Beat <i>How can we make friends when we sing together?</i> *Unit taught in Term 3 2021/22 to trial the new model music curriculum	Adding Rhythm and Pitch <i>How does music tell stories about the past?</i> *Unit not taught in 2021/22	Introducing Tempo and Dynamics <i>How does music make the world a better place?</i> *Unit not taught in 2021/22	Combining Pulse, Rhythm and Pitch <i>How does music help us to understand our neighbours?</i>	Having fun with improvisation <i>What songs can we sing to help us through the day?</i>	
Lower KS2	Topic – Going Global	Topic – Raiders and Traders (Vikings and Anglo Saxons)	Topic – Walk like an Egyptian	Topic – Who is roaming in the rainforest?	Topic – Down in the valley (Local Area Study)	
	Developing notation skills <i>How does music bring us closer together?</i> *Unit taught in Term 3 2021/22 to trial the new model music curriculum	Enjoying improvisation <i>What stories does music tell us about the past?</i> *Unit taught in Term 4 2021/22 as we are trialling the new model music curriculum and this unit fits within the wider curriculum	Composing using your imagination <i>How does music make the world a better place?</i> *Unit not taught in 2021/22	Sharing musical experience <i>How does music help us to get to know our community?</i> *Unit taught in Term 5 2021/22 as we are trialling the new model music curriculum and this	Learning more about musical styles <i>How does music make a difference to us every day?</i> *Unit taught in Term 6 2021/22 as we are trialling the new model music curriculum and this	
Upper KS2	Topic – What’s out there? (Space)	Topic – Who let the God’s out? (Ancient Greece)	Topic – Is it me or is it hot in here?	Topic - Victorious Victorians	Topic – How steady is your hand?	

Music: Progression of Skills			
	Milestone 1	Milestone 2	Milestone 3
To perform	<ul style="list-style-type: none"> • Take part in singing accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument).
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low) • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard music notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the sharp and flat symbols. • Use and understand simple time signatures.

To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effects on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide variety of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> *pitch *dynamics *tempo *timbre *texture *lyrics and melody *sense of occasion *Expressive *solo *rounds *harmonies *accompaniments *drones *cyclic patterns *combination of musical elements *cultural content • Describe how lyrics often reflect the cultural content of music and have social meaning.
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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.

