

Music –Curriculum Progression Map

YEAR A

| Term I | | | | | | | |
|---|---|---|---|--|--|---|--|
| | YR | YI | Y2 | Y3 | Y4 | Y5 | Y6 |
| 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 stave with a selection of durations, to compose a piece of music. |
| 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, | - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically | - 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 |

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

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

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

| | 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): | - 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. | - 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 | - 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 | - 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 voiceswith increasing accuracy, fluency, control and expression | - 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 voiceswith increasing accuracy, fluency, control and expression | - 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 voiceswith increasing accuracy, fluency, control and expression | 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 voiceswith increasing accuracy, fluency, control and expression |

| Vocabulary KS1 KS2 | Pitch High and low Rhythm beat | related dimensions of music. Pitch High and low Rhythm beat | related dimensions of music. 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 YI 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 YI lessons) | To compare and explain different pulses, rhythms, and pitches. To sing by heart, simple songs with accuracy for Christmas performances (Charanga T2 YI 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 |

| Term 3 | | | | | | | |
|--------|----|----|----|----|----|----|----|
| | YR | ΥI | Y2 | Y3 | Y4 | Y5 | Y6 |

| 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 |

| | - Perform | instruments | instruments | component and | component and | composers and | component and |
|---------------|-------------------|------------------|------------------|---|-------------------------|---|---|
| | | instruments | instruments | composers and musicians | composers and musicians | composers and musicians | composers and musicians |
| | songs, rhymes, | musically | musically | musicians | musicians | musicians | musicians |
| | poems and | - listen with | - listen with | | | | |
| | stories with | concentration | concentration | | | | |
| | others, and – | and | and | | | | |
| | when | understanding to | understanding to | | | | |
| | appropriate – | a range of high- | a range of high- | | | | |
| | try to move in | quality live and | quality live and | | | | |
| | time with music. | recorded music | recorded music | | | | |
| | | - experiment | - experiment | | | | |
| | | with, create, | with, create, | | | | |
| | | select and | select and | | | | |
| | | combine sounds | combine sounds | | | | |
| | | using the inter- | using the inter- | | | | |
| | | related | related | | | | |
| | | dimensions of | dimensions of | | | | |
| | | music. | music. | | | | |
| Vocabulary | Timing | Tempo | Tempo | Rhythm, pulse, | Rhythm, pulse, | Strings, brass, | Strings, brass, |
| KSI | Speed | Dynamics | Dynamics | time signatures, | time signatures, | woodwind, | woodwind, |
| KS2 | Fast and slow | Speed | Speed | recorder | duration, | percussion, | percussion, |
| | Loud and quiet | Fast and slow | Fast and slow | | notation, | recorder | recorder, |
| | | Loud and quiet | Loud and quiet | | recorder | | dynamics |
| Substantive / | To explore fast | To begin to | To explain the | To recognise | To recognise, | To recognise | To recognise |
| Disciplinary | and slow | compare and | meaning of | different | use and explain | different | different |
| knowledge | tempos. | recognise | tempo and | notational | differences in | instruments in | instruments in |
| | To explore quiet | different tempos | dynamics, and be | duration, pulse, | duration, pulse, | the orchestra | the orchestra |
| | and loud parts in | and dynamics in | able to compare | rhythm. | rhythm and | and discuss how | and discuss how |
| | a piece of music | different pieces | and recognise | To understand | pitch. | the different | the different |
| | F | of music | and compare | how music can | | sounds make | sounds make |
| | To explore how | To use music to | different tempos | be used to bring | To begin | you feel. | you feel. |
| | music can make | improve mental | and dynamics in | people together | recognising a | , | , |
| | us feel good | health and | different pieces | L - 2 L - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 | range of | To play a simple | To recognise |
| | (Charanga T3 | wellbeing | of music | | notation and | tune on the | and play the |
| | YI lessons | (Charanga T3 | To use music to | | time signatures | recorder with | notes of B, A, C |
| | simplified) | YI lessons) | improve mental | | diffe signatures | Tecorder Wildi | and G to form a |
| | simplified) | 1 1 16330113) | improve mental | | | l | and G to form a |

| | | | health and wellbeing (Charanga T3 YI 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 | ΥI | Y2 | Y3 | Y4 | Y5 | Y6 |
| 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 |

| | 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): - 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 | 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 | - 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 interrelated 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 |

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

| Term 5 | | | | | | | |
|--------|----|----|----|----|----|----|----|
| | YR | ΥI | 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? |
|---|--|---|---|--|--|--|---|
| 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 |

| Vocabulary | when appropriate – try to move in time with music. Tune, rhythm, | 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. Improvisation, | 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. Improvisation, | Rock, pop, jazz, | Rock, pop, jazz, | Rock, pop, jazz, | Rock, pop, jazz, |
|--|--|--|--|---|---|---|--|
| KS1 KS2 | beat | improvise, tune, rhythm, beat | improvise, tune, rhythm, pulse | blues, soul, pulse, rhythm | blues, soul, pulse, rhythm | blues, soul, pulse, rhythm, lyrics, impact | 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 Y I 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 YI 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 |

| | | | | (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, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, recorders, glockenspiels, percussion |

| Term 6 | | | | | | | |
|----------------------|--|--|---|--|--|---|---|
| | YR | ΥI | Y2 | Y3 | Y4 | Y5 | Y6 |
| 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 |

| | | | | 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): | - 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. | - 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 interrelated dimensions of music. | - 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 interrelated 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 |

| Vocabulary KS1 KS2 | Combine, pitch, rhythm, pulse, blend | Combine, pitch, rhythm, pulse, dynamics, blend | Combine, pitch, rhythm, pulse, dynamics, blend, orchestra | timbre | brassy, sharp, bright, timbre | Tempo, Dynamics, Rhythm, Melody, Harmony, Timbre, Texture and Form | Tempo, Dynamics, Rhythm, Melody, Harmony, Timbre, Texture and Form |
|--|--|---|--|--|---|--|---|
| Substantive / Disciplinary knowledge | To explore how songs, tunes and rhythms tell a story (Charanga T6 Y1 lessons simplified) | To explore how we can combine these tunes and rhythms to tell a story (Charanga T6 Y I lessons) | To combine tunes and rhythms to tell a story (Charanga T6 Y I lessons) | To introduce the concept of 'timbre' (what makes a musical note sound different from another one). To recognise different instruments based on the their timbre (Charanga T6 Y3 lessons) | To introduce the concept of 'timbre' (what makes a musical note sound different from another one). To use words like round, brassy, sharp, or bright to describe the timbre of a sound. To recognise different instruments based on the their timbre (Charanga T6 Y3 lessons) | To explore how elements of music are like a palette of colours that musicians can use as they organise their musical storytelling. To recall some of the eight principle elements of music are: Tempo, Dynamics, Rhythm, Melody, Harmony, Timbre, Texture and Form (Charanga T6 Y5 lessons) | To explore how elements of music are like a palette of colours that musicians can use as they organise their musical storytelling. To know what the eight principle elements of music are: Tempo, Dynamics, Rhythm, Melody, Harmony, Timbre, Texture and Form (Charanga T6 Y5 lessons) |
| Medium | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion | Singing, glockenspiels, percussion |

YEAR B

| Term I | | | | | | | |
|---|--|---|---|--|--|---|---|
| YR | YI | 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): | - 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 | - 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 | 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 |

| | 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 KSI 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 nontuned instruments in time to a well-known nursery rhyme or song (Charanga TI YI lessons simplified) | To explore how music came originally from storytelling and ceremony. To explore how music is linked music 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 TI Y4 lessons) | Recognise (both visually and aurally) 2/4 and 3 / 4 as well as 4/4 time signatures Charanga TI Y4 lessons) | To compose (with help) short pieces of music that fit with a given tune Charanga TI Y6 lessons) | To compose short pieces of music that fit with a given tune Charanga TI Y6 lessons) |

| | | Charanga TI Y2 lessons) | Charanga TI Y2 lessons) | | | | |
|-------------|------------------------|----------------------------|----------------------------|------------------------|---------------------------|---------------------------|---------------------------|
| Medium used | Percussion instruments | Singing and percussion | Singing and percussion | Singing and percussion | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels |
| | | instruments | instruments | instruments | · | | · |

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

| | | of different pieces of music | | | | | |
|---|---|---|---|--|--|---|---|
| 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 — when appropriate — try to move in time with music. | - 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 interrelated dimensions of music. | - 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 interrelated 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 | 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 KSI 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 |

| | | | Fast and slow | | | | |
|--|--|--|--|---|---|---|---|
| Substantive / Disciplinary knowledge | Begin to explore the difference between pulse and rhythm through improvisation To learn songs for Christmas performances (Charanga T2 YI lessons simplified) | To find the pulse and explore how tempo effects the 'energy' of a piece of music To explore how music dynamics convey emotion and atmosphere To prepare for Christmas performances, starting to sing with the correct pitch. (Charanga T2 YI lessons) | To find the pulse and use it to explain how the tempo effects the 'energy' of a piece of music To explore and apply how music dynamics convey emotion and atmosphere To use these skills to prepare for Christmas performances and sing accurately at the correct pitch. To understand how pitch rises and falls throughout a song.p]o (Charanga T2 YI lessons)</td <td>To start exploring the foundational elements of music: • 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. To prepare for Christmas performances (Charanga T2 Y4 lessons)</td> <td>To explore the foundational elements of music: Pulse Rhythm Pitch – high and low sounds Tempo – the speed of the music – fast, slow or inbetween. Dynamics – how loud or quiet music is. Timbre To prepare for Christmas performances (Charanga T2 Y4 lessons)</td> <td>To prepare for Christmas performances using carols and Christmas songs sung in harmony and cannon (round) (Charanga T2 Y6 lessons)</td> <td>To prepare for Christmas performances To compare historic and modern Christmas hymns / songs (Charanga T2 Y6 lessons)</td> | To start exploring the foundational elements of music: • 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. To prepare for Christmas performances (Charanga T2 Y4 lessons) | To explore the foundational elements of music: Pulse Rhythm Pitch – high and low sounds Tempo – the speed of the music – fast, slow or inbetween. Dynamics – how loud or quiet music is. Timbre To prepare for Christmas performances (Charanga T2 Y4 lessons) | To prepare for Christmas performances using carols and Christmas songs sung in harmony and cannon (round) (Charanga T2 Y6 lessons) | To prepare for Christmas performances To compare historic and modern Christmas hymns / songs (Charanga T2 Y6 lessons) |
| 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 | | | | | | | |
|---|---|---|---|---|--|---|---|
| | YR | ΥI | Y2 | Y3 | Y4 | Y5 | Y6 |
| Overarching question | What makes music more | How does music make us | How does music affect | How do we use pulse and groove in our | How do we use pulse and groove | How do we perform music to | How do we perform music |
| | interesting? | feel? | how we feel? | improvisations? | in our improvisations? | the best of our abilities? | 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): | - 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. | - 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 | - 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 | Improvise and compose music of a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory | 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 | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions |

| Vocabulary KSI KS2 | Tempo Dynamics Speed Fast and slow Loud and quiet | using the inter- related dimensions of music. Tempo Dynamics Speed Fast and slow Loud and quiet | using the interrelated dimensions of music. Tempo Dynamics Speed Fast and slow Loud and quiet | Styles of music: Funk, Rock, Dance music and Soul Pulse, groove, improvise To deepen | 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 |
|---------------------------|--|---|--|---|---|--|--|
| Disciplinary knowledge | To e 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 Y I 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) | 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) | 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) | 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) |

| Medium | Singing and | Singing and | Singing and | Singing and recorders | Singing and | Singing and | Singing and |
|--------|---------------|---------------|---------------|-----------------------|-------------|-------------|-------------|
| | glockenspiels | glockenspiels | glockenspiels | | recorders | recorders | recorders |

| Term 4 | | | | | | | |
|---|---|--|--|---|---|---|---|
| | YR | ΥI | 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): | - 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. | - 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 | - 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 | 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 | 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 |

| Vocabulary KS1 KS2 | Pulse, beat, rhythm, regular, pitch, high and low | - experiment with, create, select and combine sounds using the inter- related dimensions of music. Tempo, up and down, pitch, higher and lower, beat, bar, fast and slow | - experiment with, create, select and combine sounds using the inter- related dimensions of music. Time signature, beat, bar, pitch, | melody | Melody, harmony, chord | Quaver, crotchet, minim, semi-brieve, bar, time-signature, beat | Quaver, crotchet, minim, semi-brieve, bar, time-signature, beat, notation (every good boy deserves favours / face) |
|--|--|---|---|---|---|---|--|
| 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 Y I lessons modified) | To sing songs / play music from different cultures with different pulse, rhythms and pitches To recognise how a graphic score can be used for composing music to tell a story (Charanga T4 Y I lessons | To use a graphic score and knowledge of pitch, pulse and rhythm to begin composing music to tell a story To discuss how the patterns, dynamics and tempo are used in telling a story through music (Charanga T4 YI lessons | To continue learning about the foundational elements of music with a focus on creating melodies (Charanga T4 Y4 lessons | To continue learning about the foundational elements of music with a focus on creating melodies (Charanga T4 Y4 lessons | To learn how we can share our musical compositions through notation (Charanga T4 Y6 lessons | To learn how we can share our musical compositions through notation (Charanga T4 Y6 lessons |
| medium | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels | Singing and glockenspiels |

| Term 5 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | YR | ΥI | 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): | - 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. | - 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, | - 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 |

| Vocabulary KS I KS2 | Improvisation, improvise, tune, rhythm, beat | select and combine sounds using the interrelated dimensions of music. Ceremony, dance, rhythm, pulse, culture | select and combine sounds using the inter- related dimensions of music. 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 Y I 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 |

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

| Term 6 | | | | | | | |
|---|---|--|--|---|---|---|---|
| | YR | YI | 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): | - 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. | - 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 | - 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 |

| Vocabulary KS1 KS2 Substantive / Disciplinary knowledge | Combine, pitch, rhythm, pulse, blend To explore how we can combine these tunes and rhythms to tell a story | - experiment with, create, select and combine sounds using the interrelated dimensions of music. Combine, pitch, rhythm, pulse, blend To create, with help, a musical piece that communicates feelings and ideas | - experiment with, create, select and combine sounds using the inter- related dimensions of music. Combine, pitch, rhythm, pulse, blend To create a musical piece that tells a story and communicates feelings and ideas | Pulse, rhythm, pitch, tempo 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. | Pulse, rhythm, pitch, tempo, dynamics, treble, bass 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. | consolidation To work with others to compose a piece of music, whilst implementing all the elements of music learned over the year. | consolidation 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 |