

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	Introduction to Charanga listen and appraise approach	<p>Know 20 nursery rhymes off by heart.</p> <p>Know the stories of some of the nursery rhymes.</p> <p>Learn music can touch your feelings.</p> <p>Enjoy moving to music.</p>	<p>Know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>Recognise the sound of and name some instruments.</p> <p>Enjoy moving to music.</p>	<p>Know 5 songs from memory and know that songs have a musical style.</p> <p>To know that some songs have a chorus or a response/answer part.</p> <p>To enjoy moving to music.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>Know 5 songs from memory and recall who sang or wrote them.</p> <p>To know the style of 5 songs.</p> <p>To be able to talk about the lyrics, musical dimension (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify main parts of the song (introduction, verse, chorus).</p> <p>Name instruments they can hear in a song.</p> <p>Identify and move to the pulse.</p> <p>Interpret the words of a song.</p> <p>Discuss how a song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about music</p>	<p>Know 5 songs from memory and recall who sang or wrote them.</p> <p>Know the style of 5 songs.</p> <p>Choose two or three songs and talk about the style indicators, meaning of the lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), identify the main sections (intro, verse, chorus), name instruments they can hear.</p> <p>Identify and move to the pulse.</p> <p>Talk about musical dimensions working together.</p> <p>Begin to use some musical terms and vocabulary.</p> <p>Talk about how music makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about music</p>	<p>Know 5 songs from memory and recall who sang or wrote them when they were written and, if possible, why.</p> <p>Know the style of 5 songs and name other songs in those styles.</p> <p>Choose two or three songs and talk about the style indicators, meaning of the lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), identify the main sections (intro, verse, chorus), name instruments they can hear and talk about the historical context of the song.</p> <p>Identify and move to the pulse with ease.</p> <p>Think about the message of the songs.</p> <p>Compare two songs in the same style, talk about their musical similarities and differences.</p> <p>Use some musical terms and vocabulary.</p> <p>Talk about how music makes them feel using musical vocab to describe the music.</p> <p>Talk about how the musical dimensions work together.</p> <p>Listen carefully and respectfully to other people's thoughts about music</p>	<p>Know 5 songs from memory and recall who sang or wrote them when they were written and, if possible, why.</p> <p>Know the style of 5 songs and name other songs in those styles.</p> <p>Choose two or three songs and talk about the style indicators, meaning of the lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch), identify the main sections (intro, verse, chorus), name instruments they can hear and talk about the historical and musical context of the song.</p> <p>Know and talk about the fact we all have a musical identity.</p> <p>Identify and move to the pulse with ease.</p> <p>Think about the message of the songs.</p> <p>Compare two songs in the same style, talk about their musical similarities and differences.</p> <p>Use some musical terms and vocabulary.</p> <p>Talk about how music makes them feel using musical vocab to describe the music.</p> <p>Talk about how the musical dimensions work together.</p> <p>Listen carefully and respectfully to other people's thoughts about music</p>

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Interrelated dimensions of music	<p>Start moving to music and showing recognition of pulse.</p> <p>Copy basic rhythms.</p>	<p>To know they can move to the pulse of the music.</p> <p>To know words of songs can tell stories and create images.</p> <p>Find the pulse of the music.</p> <p>Copy basic rhythms of single words building to short phrases.</p> <p>Explore and listen to high and low sounds.</p> <p>Create own sounds to accompany songs.</p>	<p>To know music has a steady pulse.</p> <p>To know rhythms can be created from names and other words.</p> <p>Find the pulse of the music.</p> <p>Copy rhythms through clapping.</p> <p>Create own rhythms to copy.</p> <p>Listen and sing back.</p>	<p>To know music has a steady pulse.</p> <p>To know rhythms can be created from names and other words.</p> <p>To know rhythms are different from a steady pulse.</p> <p>Find the pulse.</p> <p>Clap back a rhythm.</p> <p>To know that we use pitch, high and low sounds, when we sing and play instruments.</p> <p>Create own rhythms to copy.</p> <p>Listen and sing back.</p>	<p>Find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat</p> <p>Know the difference between a musical question and answer.</p> <p>Copy back and create own rhythms.</p> <p>Listen and sing back.</p> <p>Copy back with instruments, beginning to use notation.</p>	<p>Know and talk about how pulse, rhythm, pitch.</p> <p>Know pulse is the heartbeat of the music, rhythm: the long and short patterns over the pulse and know the difference between them.</p> <p>Know pitch: high and low sounds that create melodies.</p> <p>Know how to keep the internal pulse.</p> <p>Demonstrate musical leadership, creating musical ideas for a group to copy or respond to.</p> <p>Clap and say back rhythms, create own simple rhythm patterns.</p> <p>Listen and sing back (no notation), copy back with instruments (starting to use notation)</p> <p>Warm up voice.</p>	<p>Know and talk about how pulse, rhythm, pitch, dynamics, texture and structure work together in a song.</p> <p>Know how to keep the internal pulse.</p> <p>Demonstrate musical leadership, creating musical ideas for a group to copy or respond to.</p> <p>Find the pulse.</p> <p>Copy back and create own rhythms including syncopation/off beat, two note riffs by ear and with notation.</p> <p>Lead the class inventing rhythms for others to copy back.</p> <p>Question and answer using two different notes</p>	<p>Know and talk about how pulse, rhythm, pitch, dynamics, texture and structure work together in a song.</p> <p>Know how to keep the internal pulse.</p> <p>Demonstrate musical leadership, creating musical ideas for a group to copy or respond to.</p> <p>Find the pulse.</p> <p>Copy back and create own rhythms including syncopation/off beat, two note riffs by ear and with notation.</p> <p>Lead the class inventing rhythms for others to copy back.</p> <p>Question and answer using two different notes</p>

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S i n g i n g	Joining in familiar songs	<p>Sing simple songs from memory.</p> <p>Know songs have sections.</p> <p>Sing along and add actions.</p>	<p>To confidently sing/rap five songs and sing in unison.</p> <p>Sing notes of different pitch.</p> <p>Make different sounds with their voice.</p>	<p>To confidently know and sing 5 songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>That songs can include different ways of using the voice (eg rapping)</p> <p>To know why we need to warm up our voices.</p> <p>Sing notes of different pitch.</p> <p>Make different sounds with their voice.</p> <p>Learn to find a comfortable singing position.</p>	<p>To know singing in a group can be called a choir.</p> <p>To know that a leader or conductor leads a choir or group.</p> <p>Know that songs can make you feel different things.</p> <p>To know when singing in a group you need to listen to each other.</p> <p>To know why you need to warm up your voice.</p> <p>To sing in unison and simple two parts.</p> <p>Demonstrate good singing posture.</p> <p>Follow a leader when singing.</p> <p>To explore singing solo.</p> <p>Sing with an awareness of being in tune.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>Know singing in a group can be called a choir.</p> <p>That the leader or conductor is the person the group follows.</p> <p>Know singing can make you feel different emotions.</p> <p>Listen to the group when singing.</p> <p>Know how a solo singer makes the texture thinner than a large groups.</p> <p>Know why you need to warm up your voice.</p> <p>Demonstrate good singing posture.</p> <p>Follow a leader when singing.</p> <p>Sing in unison and in simple two parts. Explore singing solo.</p> <p>Sing with an awareness of being in tune.</p> <p>Be able to rejoin a song if lost.</p>	<p>Know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse.</p> <p>Choose a song and talk about its main features, singing in unison/solo/lead/backing/rapping, to know what the song is about and the meaning of the lyrics, to know and explain the importance of warming up your voice.</p> <p>Sing in unison and backing vocals.</p> <p>Explore singing/rapping solo.</p> <p>Listen to the group when singing.</p> <p>Demonstrate good singing posture.</p> <p>Follow a leader when singing.</p> <p>Listen to the group and be aware of how they fit.</p> <p>Know why you need to warm up your voice.</p> <p>Sing with an awareness of being in tune.</p>	<p>Know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse.</p> <p>Choose a song and talk about its main features, singing in unison/solo/lead/backing/rapping, to know what the song is about and the meaning of the lyrics, to know and explain the importance of warming up your voice.</p> <p>Sing in unison and backing vocals.</p> <p>Explore singing/rapping solo.</p> <p>Listen to the group when singing.</p> <p>Demonstrate good singing posture.</p> <p>Follow a leader when singing.</p> <p>Listen to the group and be aware of how they fit.</p> <p>Know why you need to warm up your voice.</p>

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Instruments	Introduction to simple percussion within a group.	Explore and name instruments	<p>Learn names of notes in their instrumental part.</p> <p>Learn the names of the instruments they are playing.</p> <p>Treat instruments with respect.</p> <p>Play a tuned instrumental part in a song they perform.</p> <p>Stop and start when following a leader.</p>	<p>Learn names of notes in their instrumental part.</p> <p>Learn the names of percussion instruments.</p> <p>Treat instruments with respect.</p> <p>Play a tuned instrumental part in a song they perform.</p> <p>Play a part in time with the steady pulse.</p> <p>Stop, start and follow other instructions from a leader.</p>	<p>Know and talk about the instruments they have played.</p> <p>Treat instruments with respect.</p> <p>Play different parts on a tuned instrument.</p> <p>To rehearse and perform their part.</p> <p>Follow musical instruction from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>Know and be able to talk about different ways of writing music down.</p> <p>Notes C,D,E,F,G,A,B + C on the treble stave.</p> <p>Know and talk about instruments that may be played by a band or orchestra.</p> <p>Play a musical instrument with correct technique in a unit song.</p> <p>Rehearse and perform their part.</p> <p>Lead a rehearsal session.</p> <p>Follow musical instruction from a leader.</p> <p>Violins taught by external tutor.</p>	<p>Know and be able to talk about different ways of writing music down.</p> <p>Notes C,D,E,F,G,A,B + C on the treble stave.</p> <p>Know and talk about instruments that may be played by a band or orchestra.</p> <p>Play a musical instrument with correct technique in a unit song.</p> <p>Rehearse and perform their part.</p> <p>Lead a rehearsal session.</p> <p>Follow musical instruction from a leader.</p> <p>Violins taught by an external tutor.</p>

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Improvisation			<p>Know improvisation is making up your own tunes on the spot.</p> <p>Know everyone can improvise.</p> <p>Improvise by listening and clapping back a response.</p> <p>Improvise by listening and singing back a response.</p> <p>Improvise on instruments using one or two notes.</p>	<p>Know improvisation is making up your own tunes on the spot.</p> <p>Know everyone can improvise.</p> <p>Improvise by listening and clapping back a response.</p> <p>Improvise by listening and singing back a response.</p> <p>Improvise on instruments using one or two notes.</p>	<p>Know improvisation is making up your own tunes on the spot.</p> <p>Know everyone can improvise.</p> <p>Know it is better to use one or two notes confidently and by using the notes given they cannot fail.</p> <p>Improvise by listening and singing back a response.</p> <p>Listen and copy back with instruments.</p> <p>Improvise on instruments using up to three notes.</p>	<p>Know and talk about improvisation as making up your own tunes on the spot.</p> <p>Know everyone can improvise.</p> <p>Know it is better to use one or two notes confidently and by using the notes given they cannot fail.</p> <p>Know can use riffs heard in challenges as part of improvisations.</p> <p>Listen and sing back.</p> <p>Listen and copy back with instruments using one note.</p> <p>Question and answer using instruments using up to two notes.</p> <p>Listen and answer on instruments using up to two notes.</p> <p>Improve using one or two notes.</p>	<p>Know and talk about improvisation as making up your own tunes on the spot.</p> <p>Know everyone can improvise.</p> <p>Know it is better to use one or two notes confidently and by using the notes given they cannot fail.</p> <p>Know you can use riffs heard in challenges as part of improvisations.</p> <p>To know three well known improvising musicians.</p> <p>Listen and copy back with instruments using up to three notes.</p> <p>Question and answer using instruments using up to three notes.</p> <p>Improvise on instruments using up to three notes.</p>	<p>Know and talk about improvisation as making up your own tunes on the spot.</p> <p>Know everyone can improvise.</p> <p>Know it is better to use one or two notes confidently and by using the notes given they cannot fail.</p> <p>Know you can use riffs heard in challenges as part of improvisations.</p> <p>To know three well known improvising musicians.</p> <p>Listen and copy back with instruments using up to three notes.</p> <p>Question and answer using instruments using up to three notes starting on a G.</p> <p>Improvise on instruments using up to three notes.</p> <p>Improvise using a pentatonic scale (Classroom Jazz 1 and 2)</p>

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Composition			<p>Know that composing is like writing a story with music.</p> <p>Know that everyone can compose.</p> <p>Help to create simple melodies using one, two or three notes.</p> <p>Know how notes can be written down and that they can be changed if necessary.</p>	<p>Know that composing is like writing a story with music.</p> <p>Know that everyone can compose.</p> <p>Help to create simple melodies using one, two or three notes.</p> <p>Know how notes can be written down and that they can be changed if necessary.</p>	<p>Know that a composition is created by you and recorded and performed in some way.</p> <p>To know different ways of recording composition.</p> <p>Create at least one simple melody with up to 5 notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen and reflect on the developing composition and make musical decisions.</p> <p>Record the composition in a way that recognizes the connection between sound and symbol.</p>	<p>Know that a composition is created by you and recorded and performed in some way.</p> <p>Know and talk about notation, connections between sound and symbol.</p> <p>Create simple melodies with up to five notes.</p> <p>Plan and create a section of music to be performed within unit song and talk about how it was created.</p> <p>Listen and reflect on the developing composition and make musical decisions.</p> <p>Record the composition in a way that recognizes the connection between sound and symbol.</p>	<p>Know that a composition is created by you and recorded and performed in some way.</p> <p>Know and talk about notation, connections between sound and symbol.</p> <p>Know that composition has pulse, rhythm, and pitch that work together shaped by tempo, dynamics, texture and structure.</p> <p>Create simple melodies with up to five notes that work in the style of the unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen and reflect on the developing composition and make musical decisions.</p> <p>Record the composition in a way that recognizes the connection between sound and symbol.</p>	<p>Know that a composition is created by you and recorded and performed in some way.</p> <p>Know and talk about notation, connections between sound and symbol.</p> <p>Know that composition has pulse, rhythm, and pitch that work together shaped by tempo, dynamics, texture and structure.</p> <p>Create simple melodies with up to five notes that work in the style of the unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen and reflect on the developing composition and make musical decisions.</p> <p>Record the composition in a way that recognizes the connection between sound and symbol.</p>

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Parents informally watch music related performances.	<p>Inviting parents in to watch informal music related performances.</p>	<p>Know that a performance is sharing music.</p> <p>Perform songs they have learnt.</p> <p>Perform songs and add actions.</p> <p>Perform songs and add instruments.</p> <p>Record a performance to talk about.</p>	<p>Know that a performance is sharing music with other people (called an audience)</p> <p>Perform songs they have learnt.</p> <p>Add own ideas to a performance.</p> <p>Record a performance.</p> <p>Evaluate their own performance.</p>	<p>Know that a performance is sharing music with other people (called an audience)</p> <p>Know that a performance can be a special occasion. It can involve different numbers of people. An audience can include people you know.</p> <p>Perform songs they have learnt.</p> <p>Add own ideas to a performance.</p> <p>Record a performance.</p> <p>Evaluate their own performance.</p>	<p>Know and talk about performance is sharing music with other people (called an audience)</p> <p>Know that a performance can be to one person or to each other.</p> <p>To know and have planned everything to be performed.</p> <p>To sing/rap clearly and with confidence.</p> <p>A performance can be a special occasion and can involve people you do not know.</p> <p>Performances are planned and different for different occasions.</p> <p>To know and talk about how performance communicates feelings, thoughts and ideas.</p> <p>To make choices about what to perform, create a programme.</p> <p>Communicate the meaning of words and articulate them clearly.</p> <p>To talk about how to present themselves physically in a performance (posture and positioning)</p> <p>To record and evaluate their performance</p>	<p>Know and talk about performance is sharing music with other people (called an audience)</p> <p>Know that a performance can be to one person or to each other.</p> <p>Know and have planned everything to be performed.</p> <p>Sing/rap clearly and with confidence.</p> <p>A performance can be a special occasion and can involve people you do not know.</p> <p>Performances are planned and different for different occasions.</p> <p>Know and talk about how performance communicates feelings, thoughts and ideas.</p> <p>Make choices about what to perform, create a programme with consideration for engaging the audience.</p> <p>Talk about positioning and posture in a performance.</p> <p>Communicate the meaning of words and articulate them clearly.</p> <p>To record and evaluate performance.</p>	<p>Know and talk about performance is sharing music with other people (called an audience)</p> <p>Know that a performance can be to one person or to each other.</p> <p>Know and have planned everything to be performed.</p> <p>Sing/rap clearly and with confidence.</p> <p>A performance can be a special occasion and can involve people you do not know.</p> <p>Performances are planned and different for different occasions.</p> <p>Performances are planned and different for different occasions.</p> <p>Know and talk about how performance communicates feelings, thoughts and ideas.</p> <p>Make choices about what to perform, create a programme.</p> <p>Communicate the meaning of words and articulate them clearly.</p> <p>Discuss venue and how to use it to best effect.</p> <p>To record and evaluate performance and compare to previous performances.</p>	<p>Know and talk about performance is sharing music with other people (called an audience)</p> <p>Know that a performance can be to one person or to each other.</p> <p>Know and have planned everything to be performed.</p> <p>Sing/rap clearly and with confidence.</p> <p>A performance can be a special occasion and can involve people you do not know.</p> <p>Performances are planned and different for different occasions.</p> <p>Performances are planned and different for different occasions.</p> <p>Know and talk about how performance communicates feelings, thoughts and ideas.</p> <p>Make choices about what to perform, create a programme.</p> <p>Communicate the meaning of words and articulate them clearly.</p> <p>Discuss venue and how to use it to best effect.</p> <p>To record and evaluate performance and compare to previous performances.</p>