

Objectives to Cover for each Year Group on Music 2023

Old Charanga scheme Model Music Curriculum Scheme Charanga

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Day care	<p>Instruments Focus: pitch</p> <ul style="list-style-type: none"> - Creates sounds by rubbing, shaking, tapping, striking or blowing - Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow - Creates rhythmic sounds and movements 	<p>Nursery Rhymes Focus: singing</p> <ul style="list-style-type: none"> -joins in singing songs - Enjoys songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes 	<p>Instruments Focus: rhythm</p> <ul style="list-style-type: none"> - Creates sounds by rubbing, shaking, tapping, striking or blowing - Creates rhythmic sounds and movements - Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes - Moves in response to music, or rhythms played on instruments such as drums or shakers 	<p>Nursery Rhymes Focus: singing</p> <ul style="list-style-type: none"> -joins in singing songs - Enjoys songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes 	<p>Instruments Focus: tempo</p> <ul style="list-style-type: none"> - Creates sounds by rubbing, shaking, tapping, striking or blowing - Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow - Creates rhythmic sounds and movements 	<p>Nursery Rhymes Focus: singing</p> <ul style="list-style-type: none"> -joins in singing songs - Enjoys songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes -Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g scary music
Nursery	<p>Instruments Focus: pitch</p> <ul style="list-style-type: none"> -Explores and learns how sounds and movements can be changed -Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 	<p>Nursery Rhymes Focus: singing</p> <ul style="list-style-type: none"> -Sings familiar songs -Sings to self and makes up simple songs -Notices what other children and adults do, mirroring what is observed, adding variations and then 	<p>Instruments Focus: rhythm</p> <ul style="list-style-type: none"> -Enjoys joining in with moving, dancing and ring games -Taps out simple repeated rhythms -Develops an understanding of how to create and use sounds intentionally -Notices what other 	<p>Nursery Rhymes Focus: singing</p> <ul style="list-style-type: none"> -Sings familiar songs -Sings to self and makes up simple songs -Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 	<p>Instruments Focus: tempo</p> <ul style="list-style-type: none"> -Explores and learns how sounds and movements can be changed -Notices what other children and adults do, mirroring what is observed, adding variations and then doing it 	<p>Nursery Rhymes Focus: singing</p> <ul style="list-style-type: none"> -Sings familiar songs -Sings to self and makes up simple songs -Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously

		doing it spontaneously	children and adults do, mirroring what is observed, adding variations and then doing it spontaneously		spontaneously	
Reception	<p>Me</p> <ul style="list-style-type: none"> -Begins to build a collection of songs and dances -Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama -Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes -Uses combinations of art forms, e.g. moving and singing 	<p>My Stories</p> <ul style="list-style-type: none"> -Begins to build a collection of songs and dances -Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to -Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama -Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes -Uses combinations of art forms, e.g. moving and singing 	<p>Everyone</p> <ul style="list-style-type: none"> -Begins to build a collection of songs and dances -Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to -Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama -Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes -Uses combinations of art forms, e.g. moving and singing 	<p>Our World</p> <ul style="list-style-type: none"> -Begins to build a collection of songs and dances -Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to -Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama -Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes -Uses combinations of art forms, e.g. moving and singing 	<p>Big Bear Funk</p> <ul style="list-style-type: none"> -Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama -Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes -Uses combinations of art forms, e.g. moving and singing 	<p>Focus: Exploring with Improvisation</p> <ul style="list-style-type: none"> -Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to -Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama -Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes -Uses combinations of art forms, e.g. moving and singing
Year 1	<p>Introducing Beat (singing focus)</p> <ul style="list-style-type: none"> -Describe how the music makes them feel and why. 	<p>Adding Rhythm and Pitch (instrument focus)</p> <ul style="list-style-type: none"> -Describe how the 	<p>Introducing Tempo and Dynamics (singing focus)</p> <ul style="list-style-type: none"> -Describe how the 	<p>Combining Pulse, Rhythm and Pitch (instrument focus)</p> <ul style="list-style-type: none"> -Describe how the music makes them feel and why. 	<p>Having Fun with Improvisation (singing focus)</p> <ul style="list-style-type: none"> -Describe how the 	<p>Explore Sound and Create A Story (instrument focus)</p> <ul style="list-style-type: none"> -Describe how the music makes them feel and why.

	<ul style="list-style-type: none"> -Show an understanding of pulse - Respond to music through movement -Improvise a rhythm/sound over a given number of beats -describe music in basic terms using pulse and beat - hold a beater correctly - play a note on a tuned instrument (set of chime bars). 	<p>music makes them feel and why.</p> <ul style="list-style-type: none"> -Explore making different sounds with the voice and instruments -Sing and chant songs and rhymes in unison. -Say words/rhymes and clap/play to create simple rhythmic patterns -Copy back simple rhythmic patterns and melodies -recognise pitch as high or low -describe music in basic terms using rhythm and pitch -perform short rhythm patterns 	<p>music makes them feel and why.</p> <ul style="list-style-type: none"> -Begin to sing in tune using melodies that move mainly by step and include small intervals -Start and stop at the appropriate time. -Recognise visual signs for start, stop, mime actions, sing in your head. - feel if the tempo is fast or slow by responding to the pulse -recognise differences in dynamics as loud or soft 	<ul style="list-style-type: none"> -Explore making different sounds with the voice and instruments -Start and stop at the appropriate time. -Recognise visual signs for start, stop, mime actions, sing in your head. -Understand simple graphic notation – one sign for a sound or group of sounds. -Listen to and experiment with instrumental sounds - recognise duration as being long or short 	<p>music makes them feel and why.</p> <ul style="list-style-type: none"> -Putting actions to songs -Sing with confidence -Make a piece of music to illustrate a character or mood -Improvise a rhythm/sound over a given number of beats - Start to understand simple graphic notation (one sign for a sound or group of sounds) -Comment on own performances and compositions 	<ul style="list-style-type: none"> -Make a piece of music to illustrate a character or mood -Comment on own performances and compositions -Understand simple graphic notation (one sign for a sound or group of sounds) -Follow pictures and symbols to guide singing and playing -Explore and invent own symbols for graphic notation -Perform using chime bars with confidence
Year 2	<h3>Exploring Simple Patterns</h3> <ul style="list-style-type: none"> -Perform a simple melody using voice and/or instruments. -Start to understand the difference between pulse and rhythm. -Play simple rhythms. -Use simple pitch and rhythm patterns to develop a structure for a short piece -Improvise a rhythm/sound over a 	<h3>Focus on Dynamics and Tempo</h3> <ul style="list-style-type: none"> -Perform, demonstrating use of dynamics and tempo -Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. -Continue to develop an awareness of pulse, duration, pitch, tempo, 	<h3>Exploring Feelings Through Music</h3> <ul style="list-style-type: none"> -Perform a simple melody using voice and/or instruments -Perform and interpret a piece using simple notation -Improvise a rhythm/sound over a given number of beats -Notate a composition using 	<h3>Inventing a Musical Story</h3> <ul style="list-style-type: none"> -Perform and interpret a piece using simple notation -Begin to recognise how music will fit a topic/theme. -Experiment with different timbres to create effects. -Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. -Notate a composition using simple graphic notation. -Discuss how the music makes them feel and why. -Describe music and sounds 	<h3>Music That Makes You Dance</h3> <ul style="list-style-type: none"> -Perform, demonstrating use of pitch -Play simple rhythms. -Sing in tune within a limited pitch range up to an octave. -Develop an awareness of diction when singing. -As part of a group, maintain an ostinato/drone with the voice or on 	<h3>Exploring Improvisation</h3> <ul style="list-style-type: none"> -Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head. -Improvise a rhythm/sound over a given number of beats -Respond to music through movement. -Understand that music can be notated in different ways. -Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.

	<p>given number of beats</p> <ul style="list-style-type: none"> -Discuss how the music makes them feel and why. -Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch. 	<p>dynamics and articulations in all activities</p> <ul style="list-style-type: none"> -Discuss how the music makes them feel and why. -Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch. 	<p>simple graphic notation.</p> <ul style="list-style-type: none"> -Compose a piece with a beginning, middle and end. -Talk about own and peers' work and make simple suggestions for improvement -Discuss how the music makes them feel and why. 	<p>in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.</p>	<p>instruments.</p> <ul style="list-style-type: none"> -Sing and recognise simple melodic shapes and patterns. -Discuss how the music makes them feel and why. 	<ul style="list-style-type: none"> -Discuss how the music makes them feel and why. -Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.
Year 3	<p>Drums DPA</p> <ul style="list-style-type: none"> -Understand and respond to visual cues for starting and stopping -Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). -Add pitch names to rhythmic notation to make melodies. -Recognise different metres (e.g. 3 time and 4 time). 	<p>Drums DPA</p>	<p>Developing Notation Skills</p> <ul style="list-style-type: none"> -Direct others to start and stop using gestures and can follow a conductor. -Understand graphic scores and how more than one sound can play at a time to create texture. -Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. -Sing and recognise short melodic shapes and rhythmic patterns from memory. -Begin to recognise how composers use the inter-related 	<p>Enjoying Improvisation</p> <ul style="list-style-type: none"> -Play a simple melody with technical control of the instrument/voice to create a pleasing sound. -Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. -Make four-bar rhythms in groups, pairs or individually -Improvise with increasing confidence. (e.g. using 2 – 3 notes). -Contribute ideas to a group composition, playing own part. -Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities -Make constructive comments on own and 	<p>Sharing Musical Experiences</p> <ul style="list-style-type: none"> -Perform, demonstrating changes in dynamics, pitch, tempo and articulation. • Demonstrate the difference between pulse and rhythm. -Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. -Choose instruments and playing techniques to accurately depict story, mood or 	<p>Learning More About Musical Styles</p> <ul style="list-style-type: none"> -Demonstrate the difference between pulse and rhythm. • Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. -Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control -Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. -Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.

			<p>dimensions of music to create effects and mood.</p> <ul style="list-style-type: none"> - Make constructive comments on own and others' music to develop compositions and performances. 	<p>others' music to develop compositions and performances.</p> <ul style="list-style-type: none"> - Make constructive comments on own and others' music to develop compositions and performances. 	<p>character showing an awareness of timbre.</p> <ul style="list-style-type: none"> -Recognise and describe how sounds are made on different instruments -Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. - Make constructive comments on own and others' music to develop compositions and performances. 	<p>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</p> <ul style="list-style-type: none"> -Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.
Year 4	<p>Developing Notation Skills (Y3)</p> <ul style="list-style-type: none"> -Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver -Direct others to start and stop using 	<p>Enjoying Improvisation (Y3)</p> <ul style="list-style-type: none"> -Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience -Construct a piece with a simple structure (e.g. Binary 	<p>Drums DPA</p> <ul style="list-style-type: none"> -Begin to show an awareness of how changes in pitch can be shown on a staff. -Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families. 	<p>Drums DPA</p>	<p>Creating Simple Melodies Together (Y4)</p> <ul style="list-style-type: none"> -Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. - Understand and 	<p>Connecting Notes and Feelings (Y4)</p> <ul style="list-style-type: none"> -Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound -Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience -Continue to sing

	<p>gestures and can follow a conductor.</p> <ul style="list-style-type: none"> -Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. - Add pitch names to rhythmic notation to make more complex melodies. - Use ICT to compose -Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. - Identify how composers use the inter-related dimensions of music to create effects and mood. -Ask questions about music in other cultures and traditions. 	<p>or Ternary).</p> <ul style="list-style-type: none"> -Improvise with increasing confidence (e.g. using 2 – 3 notes). -Add own words to an existing tune to make a new song. - Work independently within a group composition -Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. - Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. 	<p>-Recognise different metres (e.g. 2, 3 or 4 time).</p>		<p>respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</p> <ul style="list-style-type: none"> - Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). -Construct a piece with a simple structure (e.g. Binary or Ternary) - Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). - Identify how composers use the inter-related dimensions of music to create effects and mood 	<p>rhythmically and expressively using a range of approximately an octave with increased control</p> <ul style="list-style-type: none"> -Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture -Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. -Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music -Identify how composers use the inter-related dimensions of music to create effects and mood.
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<p>Year 5</p>	<p>Interesting Time Signatures (Y4)</p> <ul style="list-style-type: none"> -Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music -Direct others to start and stop using gestures or counting in, setting tempi and dynamics. -Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro). -Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. -Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations. -Recognise simple structures in the music that is being 	<p>Combining Elements to Make Music (Y4)</p> <ul style="list-style-type: none"> -Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience -Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation -Direct others to start and stop using gestures or counting in, setting tempi and dynamics -Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture -Is beginning to compose using conventional 	<p>Introducing Chords (Y5)</p> <ul style="list-style-type: none"> -Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music. -Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro) -Is beginning to compose using conventional notation for rhythms and/or pitch. -Use ICT for recording/refining compositions. -Recognise and identify instrumental families aurally -Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music -Discuss music in subjective and 	<p>Emotions and Musical Styles (Y5)</p> <ul style="list-style-type: none"> -Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound -Use ICT for recording -Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations. -Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence). - Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres. 	<p>Drums DPA</p> <ul style="list-style-type: none"> -Maintain a third part in a vocal or instrumental piece showing an understanding of texture -Perform a solo part within a group. -Improvise with increasing confidence (e.g. using a scale pattern). -Works independently within a group composition showing thought in selection of instruments and playing techniques -Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation -Recognise a variety of metres. 	<p>Drums DPA</p>
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	<p>performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).</p> <p>-Discuss music in subjective and objective terms using musical vocabulary.</p>	<p>notation for rhythms and/or pitch</p> <p>-Compare and discuss differences in performances of the same piece of music</p> <p>-Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music.</p>	<p>objective terms using musical vocabulary.</p>			
Year 6	Guitars DPA	Guitars DPA	Guitars DPA	Guitars DPA	Guitars DPA	Guitars DPA