

# Music Curriculum

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Aspect	KS1	
Topics	<u>Year 1</u> Hey You! Christmas Songs Rhythm in the Way We Walk and Banana Rap In the Groove Round and Round Your Imagination	<u>Year 2</u> Hands, Feet, Heart Christmas I Wanna Play in a Band Zootime Infant Music Festival Friendship Song
Singing	<ol style="list-style-type: none"> <li>1. Understand why we warm up our voices</li> <li>2. Sing songs, speak chants and rhymes</li> <li>3. Learn how to follow a leader</li> <li>4. Know how to join in and stop</li> <li>5. Sing together in a group</li> <li>6. Perform with a sense of pulse and rhythm</li> <li>7. Sing with good diction</li> <li>8. Project their voices</li> </ol>	
Play instruments (tuned and untuned)	<ol style="list-style-type: none"> <li>1. Know how to treat instruments with respect</li> <li>2. Learn to play an instrument correctly</li> <li>3. Play percussion instruments</li> <li>4. Play tuned instruments</li> <li>5. Know how to follow a leader</li> <li>6. Know how to join in and stop</li> <li>7. Play together in a group</li> <li>8. Play different parts</li> </ol>	
Listening and appraising	<ol style="list-style-type: none"> <li>1. Listen with concentration</li> <li>2. Describe how a piece of music makes you feel</li> <li>3. Use musical language to discuss what you hear</li> <li>4. Identify some musical instruments</li> <li>5. Recognise the basic musical structure of a piece</li> <li>6. Begin to recognise basic style indicators</li> </ol>	
Interrelated dimensions of music	<ol style="list-style-type: none"> <li>1. Use movement to find the pulse</li> <li>2. Copy back simple rhythms</li> <li>3. Copy back simple melodies</li> <li>4. Demonstrate a practical understanding of pulse rhythm and pitch when singing and playing</li> <li>5. Create their own simple rhythms</li> </ol>	
Improvisation and composition	<ol style="list-style-type: none"> <li>1. Explore making sounds with voice or instrument</li> <li>2. Select and combine sounds to create rhythms and melodies</li> <li>3. Copy back patterns using clapping, voice and instruments</li> </ol>	

	<b>4. Improvise simple clapping patterns</b> <b>5. Improvise simple singing melodies</b> <b>6. Create question and answer rhythms</b> <b>7. Create question and answer melodies</b> <b>8. Improvise using instruments using one or two notes</b> <b>9. Improvise using three notes</b> <b>10. Understand the difference between improvisation and composition</b> 11. Record the rhythms and melodies created 12. <b>Discuss composition structure and know when to play or sing</b> 13. Listen to and discuss the compositions and improvisations of others 14. Demonstrate understanding of dynamics, pitch and tempo when creating music <b>15. Understand how to perform to an audience</b>
<b>Musical notation</b>	1. Recognise the link between shape and pitch using graphical notation <b>2. Notate music in different ways</b> <b>3. Record compositions in an age appropriate way</b> 4. Link notation to a musical part they have learnt 5. Use ICT to notate their compositions
<b>History of music</b>	<b>C - Understand where the genre/song fits in the wider timeline of music (use Charanga history of music timeline)</b> 1. Know the purpose of the songs they hear 2. Know the basic historical context of the songs

Aspect	Lower KS2	
Topics	<u>Year 3</u> Let Your Spirit Fly Christmas Songs Three Little Birds Glockenspiel Stage 1 The Dragon Song Bringing us together	<u>Year 4</u> Keyboards
Singing	1. Explore a range of vocal activity e.g. rapping, beatboxing, singing, slam poetry 2. Know how to use their bodies to get good projections 3. Understand the importance of correct posture <b>4. Sing with a good sense of pulse and rhythm</b> <b>5. Understand the need for practice</b>	
Play instruments (tuned and untuned)	1. Play in unison 2. Play from notation 3. Play in two parts 4. Play by ear 5. Identify notes on a keyboard <b>6. Use the correct finger Learn to play a keyboard</b>	
Listening and appraising	1. Identify pulse and rhythm 2. Discuss how simple dimensions of music fit with each other 3. Watch their own recorded performances and evaluate. <b>4. Recognise the basic features of key musical styles</b> 5. Understand the musical structure of different styles	
Interrelated dimensions of music	<b>C - Use more accurate musical language in discussions</b> <b>1. Understand the pulse as the foundation of music</b> 2. Give examples of how the interrelated dimensions of music fit together	
Improvisation and composition	1. Experiment with, create, select and combine sounds <b>2. Invent a musical answer using one or two notes</b> <b>3. Compose with three notes</b> 4. Create more complex melodies <b>5. Understand that recording your composition can be in anyway they will remember it</b> 6. Record the composition in an age appropriate way 7. Evaluate the composition as it is being created and make changes <b>8. Demonstrate understanding of how to use dynamics, pitch and tempo in a composition</b> <b>9. Select known notes to create a melody on the keyboard</b>	
Musical notation	1. Write the melody in any way they will remember it 2. Record compositions 3. Read simple musical notation	

## History of music

**C - Understand where the genre/song fits in the wider timeline of music (use Charanga history of music timeline)**

**1. Listen to and appraise music from a range of times and traditions**

2. Listen to, review and evaluate music across a range of historical periods, including the works of great composers and musicians

3. Develop understanding of the history of music

Aspect	Upper KS2	
Topics	<u>Year 5</u> Livin' On a Prayer Christmas Songs Classroom Jazz 1 Make You Feel My Love The Fresh Prince of Bel Air Dancing in the Street	<u>Year 6</u> Happy Christmas Songs Benjamin Britten – A New Year Carol Classroom Jazz 2 You've Got a Friend Reflect, Rewind and Replay
Singing	<b>1. Perform in a group</b> <b>2. Perform solo</b> <b>3. Sing together with 2 parts</b> 4. Lead others <b>5. Communicate ideas thoughts and feelings through performance</b> 6. Begin to match the performance of the song to how the music sounds 7. Interpret and perform a song stylistically	
Play instruments (tuned and untuned)	<b>1. Demonstrate clear starts and ends to a piece</b> <b>2. Maintain the pulse when playing an instrumental part</b> <b>3. Perform in a group</b> <b>4. Perform solo</b> 5. Maintain an independent part during small group performance <b>6. Play instruments accurately</b> <b>7. Play instruments fluently</b> <b>8. Learn an instrumental part by ear</b> <b>9. Link the instrumental part to notation</b> 10. Communicate ideas thoughts and feelings through performance 11. Lead others 12. Decide when everyone in an ensemble is confident enough to perform	
Listening and appraising	1. Encourage listening with increased concentration and with a deeper focus <b>2. Find the pulse together whilst listening to songs</b> <b>3. Discuss music referring to pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure</b> 4. Discuss confidently other musical dimensions of music and how they fit into the music you are listening to 5. Recognise a wider range of style indicators (e.g. jazz has a strong rhythm section, soloists who improvise, syncopated melody lines – see Charanga style indicators document) 6. Recognise a wider range of instruments 7. Recall sounds with increasing aural memory	
Interrelated dimensions of music	<b>C – Use accurate musical language in discussions</b> <b>1. Demonstrate a fast and slow pulse</b> <b>2. Copy back using up to three notes</b> <b>3. Question and answer using up to three notes</b> <b>4. Copy a rhythm over the pulse</b>	

<b>Improvisation and composition</b>	<ol style="list-style-type: none"> <li>1. Improvise as a soloist</li> <li>2. Improvise using two notes on instruments</li> <li>3. Improvise in a group</li> <li>4. Improvise with 3 notes</li> <li>5. Create a musical answer using up to 3 notes</li> <li>6. Clap riffs</li> <li>7. Play riffs up to three notes</li> <li>8. Use technology to compose (e.g. Isle of Tune)</li> <li>9. Confidently perform their own compositions</li> </ol>
<b>Musical notation</b>	<ol style="list-style-type: none"> <li>1. Compose with more than three notes</li> <li>2. Record compositions using notation</li> </ol>
<b>History of music</b>	<p><b>C - Understand where the genre/song fits in the wider timeline of music (use Charanga history of music timeline)</b></p> <ol style="list-style-type: none"> <li>1. Present a musical performance demonstrating the historic knowledge and understanding of the piece</li> </ol>