



Gosfield Community Primary School - Music Curriculum

Intent

At Gosfield, music lessons should inspire children to listen and perform. The music curriculum has been designed to ensure that all children are taught music through four key skill areas. These are:

- Performance
- Appraisal
- Composition
- Application

Children should be taught about different styles of music and instruments, as well as exploring musical elements in their own compositions. Through music lessons, children will learn both individually and as part of a group. The music curriculum has been designed to show a clear progression of skills, building to our children having a sound knowledge and understanding of musical terms and vocabulary that can be applied through performance, composition and application.

Children will be exposed to different musical styles and cultures both in the classroom and during assemblies, applying their musical vocabulary to discuss and give opinions about music they have heard.

Implementation

Music lessons will be taught through our 'Understanding the Arts' sessions. Teachers are given the freedom to choose their context, ensuring that the learning objectives and intentions are explicitly taught. At Gosfield, we use Charanga as a resource to support music lessons, as well as high quality teaching through use of percussion (both tuned and un-tuned) instruments and recorders. Our Charanga units are mapped out using a 3 year cycle in ks1 and ks2 to ensure that children do not repeat online units of work. Some key skills are repeated at the start of the year to support children's recall and develop their skills based on solid foundations, for example recalling and understanding musical terminology. Each year we focus in Autumn 2 on performance skills through our Christmas production. There are 3 further units for each year group based on charanga online units of work. Learning objectives have been designed so that in each unit, all four areas of musical development are taught – performance, composition, appraisal and application. One final music unit is taught without the use of Charanga – this is the teacher's choice to link to one of the yearly topics and allows children to compose and perform using un-tuned percussion, thus focusing more on rhythm and pulse rather than melody.

Music skills are progressive throughout the school but are closely linked to allow children in mixed classes to work to their year group objectives. For example, when recording their own compositions, children will begin by creating musical patterns, progressing to drawing symbols or dots, and then finally using standard notation.

Children in EYFS will be exposed to the same Charanga units as ks1 but we use key skills from Music Development Matters and Development Matters to assess them.

Music lessons also link to the computing/ICT curriculum enabling children to use a variety of computer programs to support composition and performance skills.

Impact

Music will be taught through every half term with the equivalent number of sessions per year equating to approximately 27. Teachers have the flexibility to develop their units across the year. Through regular music lessons, children have constant exposure to different musical styles and instruments. We aim to develop appraisal skills both in lessons and during assembly times, questioning children on what they can hear in different musical pieces.

At Gosfield we also offer a range of musical extra-curricular clubs. Rock Steady is a popular musical group which develops group work and collaboration through musical performance. Essex Music Services and Music for Schools provide music lessons in both groups and individual sessions. Currently, some children are learning to play the flute, cornet, guitar and ukulele. These children are developing confidence through performing in front of an audience.

The impact of our music curriculum is that we have children that are confident to perform to an audience, as all children are expected to participate in at least two whole school singing performances throughout the year. Our children enjoy singing and using instruments to show their musical talents.

Key Stage 1 (Reception, Year 1 and 2)

Year B (20-21)

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
Unit 1 - Round and Round (Charanga) <i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i>	Rec - can sing an entire song To start to perform in a group Yr1- to use voice in different ways eg speaking, singing and rapping To make long and short notes Yr2 - To sing songs in a group and follow the melody successfully To make long and short notes	Rec - To tap along the rhythm or pulse as others play or sing Yr1 - to explore notes on an instrument and how they sound different Yr2 - to create a short musical pattern of notes To show control of an instrument when it is played	Rec - To express thoughts about music eg 'it sounds like floating on a boat' Yr1 - To answer simple questions about a piece of music To respond to music through movement or dance Yr2 - To listen with good concentration To respond to music through movement or dance	Rec - can move in time to the pulse of the music eg marching Yr1 - To describe the meaning of pulse To understand that music can be used for different purposes (use a variety of styles) Yr2 - To describe the meaning of pulse To start to recognise the term 'pitch' as high and low To understand that music can be used for different purposes (use a variety of styles)
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
Unit 2 - Your Imagination (Charanga) <i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i>	Rec - to sing using a melodic shape eg up and down Yr1 - To perform simple patterns using 1 or 2 notes To follow instructions on when and when not to play Yr2 - To perform simple patterns using 1 or 2 notes To follow instructions on when and when not to play	Rec - to play imaginary instruments to match the structure and sound of the music eg quietly or blowing/plucking an instrument Yr1 - To draw a simple picture of what a musical piece represents (use a variety of different styles) Yr2 - To use pictures to show what instruments are being played	Rec - can anticipate change in music eg getting louder or faster Yr1 - To listen with good concentration To identify and keep the pulse using body percussion Yr2 - To talk about changes in a piece of music To identify and keep the pulse using body percussion	Rec - to choreograph movement to different music styles eg happy/sad Yr1 - To sort music into groups eg happy and sad songs To start to understand the meaning of 'dynamics' as loud and soft Yr2 - To sort music into groups eg happy and sad songs To start to understand the meaning of 'dynamics' as loud and soft

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 3 - Hands Feet and Heart</p> <p>(Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p>Rec - to pitch match a note that an adult sings</p> <p>Yr1 - to take notice when others are performing To follow a melody successfully</p> <p>Yr2 - to use voices creatively eg change of pitch or dynamics To imitate change in pitch with voice</p>	<p>Rec - create rhythms using body percussion or on an instrument they have made</p> <p>Yr1 - to create a clapping rhythm that can be repeated To experiment with making different sounds using objects or instruments (make own instruments)</p> <p>Yr2 - to begin to order sounds into beginning and end (playing up to 4 notes) To consider how to change the sound of an instrument eg dynamics and pitch</p>	<p>Rec - to describe a pieces of music and make simple comparisons eg this song was fast but the other was slower</p> <p>Yr1 - To identify the 'texture' of pieces of music by thinking about how many layers or instruments there are playing To talk about music makes them feel</p> <p>Yr2 - To identify the 'texture' of pieces of music by thinking about how many layers or instruments there are playing To talk about music makes them feel</p>	<p>Rec - to combine movement and playing an instrument/singing</p> <p>Yr1 - to improvise using 1-2 notes To change the sound of an instrument for a purpose eg getting quieter</p> <p>Yr2 - to improvise using 1-2 notes To change the sound of an instrument for a purpose eg getting quieter</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 4 - Composition and Performance (not Charanga - link to topic)</p> <p><i>Class teacher to link to a topic and children use un-tuned percussion instruments</i></p> <p><i>Approx 3 sessions of 45 minutes</i></p>	<p>Rec - to enjoy watching others perform and to perform in group with an audience</p> <p>Yr1 - to show an awareness of the audience when I perform To play an instrument with control</p> <p>Yr2 - to play in a group knowing when and when not to play To keep the pulse when another member of the group plays the rhythms (and swap)</p>	<p>Rec - Can create music based around a theme and make sounds</p> <p>Yr1 - to sort sounds into different qualities eg scratchy, twinkly, rattling To think about how to change the sound of an instrument eg loud/soft To order sounds based on a stimulus</p> <p>Yr2 - To order sounds based on a stimulus To write simple rhythms as words to describe their composition (coca cola, lemonade)</p>	<p>Rec - to start to 'hear' a story in music and describe the events and characters</p> <p>Yr1 - to express likes/dislikes to a variety of musical pieces and give reasons</p> <p>Yr2 - to express likes/dislikes to a variety of musical pieces and give reasons</p>	<p>Rec - to keep a steady beat/pulse using an instrument</p> <p>Yr1 - to repeat simple rhythms on an un-tuned percussion instrument To show an awareness of the difference between pulse and rhythm</p> <p>Yr2 - To show an awareness of the difference between pulse and rhythm To perform simple rhythmic patterns in a group</p>

Key Stage 1 (Reception, Year 1 and 2)

Year C (21-22)

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 1 - Hey You! (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p>Rec - can sing an entire song To start to perform in a group</p> <p>Yr1- to use voice in different ways eg speaking, singing and rapping To make long and short notes</p> <p>Yr2 - To sing songs in a group and follow the melody successfully To make long and short notes</p>	<p>Rec - To tap along the rhythm or pulse as others play or sing</p> <p>Yr1 - to explore notes on an instrument and how they sound different</p> <p>Yr2 - to create a short musical pattern of notes To show control of an instrument when it is played</p>	<p>Rec - To express thoughts about music eg 'it sounds like floating on a boat'</p> <p>Yr1 - To answer simple questions about a piece of music To respond to music through movement or dance</p> <p>Yr2 - To listen with good concentration To respond to music through movement or dance</p>	<p>Rec - can move in time to the pulse of the music eg marching</p> <p>Yr1 - To describe the meaning of pulse To understand that music can be used for different purposes (use a variety of styles)</p> <p>Yr2 - To describe the meaning of pulse To start to recognise the term 'pitch' as high and low To understand that music can be used for different purposes (use a variety of styles)</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 2 - Rhythm in the way we walk (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p>Rec - to sing using a melodic shape eg up and down</p> <p>Yr1 - To perform simple patterns using 1 or 2 notes To follow instructions on when and when not to play</p> <p>Yr2 - To perform simple patterns using 1 or 2 notes To follow instructions on when and when not to play</p>	<p>Rec - to play imaginary instruments to match the structure and sound of the music eg quietly or blowing/plucking an instrument</p> <p>Yr1 - To draw a simple picture of what a musical piece represents (use a variety of different styles)</p> <p>Yr2 - To use pictures to show what instruments are being played</p>	<p>Rec - can anticipate change in music eg getting louder or faster</p> <p>Yr1 - To listen with good concentration To identify and keep the pulse using body percussion</p> <p>Yr2 - To talk about changes in a piece of music To identify and keep the pulse using body percussion</p>	<p>Rec - to choreograph movement to different music styles eg happy/sad</p> <p>Yr1 - To sort music into groups eg happy and sad songs To start to understand the meaning of 'dynamics' as loud and soft</p> <p>Yr2 - To sort music into groups eg happy and sad songs To start to understand the meaning of 'dynamics' as loud and soft</p>

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 3 - Friendship song (Charanga) <i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p>Rec - to pitch match a note that an adult sings</p> <p>Yr1 - to take notice when others are performing To follow a melody successfully</p> <p>Yr2 - to use voices creatively eg change of pitch or dynamics To imitate change in pitch with voice</p>	<p>Rec - create rhythms using body percussion or on an instrument they have made</p> <p>Yr1 - to create a clapping rhythm that can be repeated To experiment with making different sounds using objects or instruments (make own instruments)</p> <p>Yr2 - to begin to order sounds into beginning and end (playing up to 4 notes) To consider how to change the sound of an instrument eg dynamics and pitch</p>	<p>Rec - to describe a pieces of music and make simple comparisons eg this song was fast but the other was slower</p> <p>Yr1 - To identify the 'texture' of pieces of music by thinking about how many layers or instruments there are playing To talk about music makes them feel</p> <p>Yr2 - To identify the 'texture' of pieces of music by thinking about how many layers or instruments there are playing To talk about music makes them feel</p>	<p>Rec - to combine movement and playing an instrument/singing</p> <p>Yr1 - to improvise using 1-2 notes To change the sound of an instrument for a purpose eg getting quieter</p> <p>Yr2 - to improvise using 1-2 notes To change the sound of an instrument for a purpose eg getting quieter</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 4 - Composition and Performance (not Charanga - link to topic) <i>Class teacher to link to a topic and children use un-tuned percussion instruments</i> <i>Approx 3 sessions of 45 minutes</i></p>	<p>Rec - to enjoy watching others perform and to perform in group with an audience</p> <p>Yr1 - to show an awareness of the audience when I perform To play an instrument with control</p> <p>Yr2 - to play in a group knowing when and when not to play To keep the pulse when another member of the group plays the rhythms (and swap)</p>	<p>Rec - Can create music based around a theme and make sounds</p> <p>Yr1 - to sort sounds into different qualities eg scratchy, twinkly, rattling To think about how to change the sound of an instrument eg loud/soft To order sounds based on a stimulus</p> <p>Yr2 - To order sounds based on a stimulus To write simple rhythms as words to describe their composition (coca cola, lemonade)</p>	<p>Rec - to start to 'hear' a story in music and describe the events and characters</p> <p>Yr1 - to express likes/dislikes to a variety of musical pieces and give reasons</p> <p>Yr2 - to express likes/dislikes to a variety of musical pieces and give reasons</p>	<p>Rec - to keep a steady beat/pulse using an instrument</p> <p>Yr1 - to repeat simple rhythms on an un-tuned percussion instrument To show an awareness of the difference between pulse and rhythm</p> <p>Yr2 - To show an awareness of the difference between pulse and rhythm To perform simple rhythmic patterns in a group</p>

Key Stage 1 (Reception, Year 1 and 2)

Year A (22-23)

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 1 - In the Groove (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p>Rec - can sing an entire song To start to perform in a group</p> <p>Yr1- to use voice in different ways eg speaking, singing and rapping To make long and short notes</p> <p>Yr2 - To sing songs in a group and follow the melody successfully To make long and short notes</p>	<p>Rec - To tap along the rhythm or pulse as others play or sing</p> <p>Yr1 - to explore notes on an instrument and how they sound different</p> <p>Yr2 - to create a short musical pattern of notes To show control of an instrument when it is played</p>	<p>Rec - To express thoughts about music eg 'it sounds like floating on a boat'</p> <p>Yr1 - To answer simple questions about a piece of music To respond to music through movement or dance</p> <p>Yr2 - To listen with good concentration To respond to music through movement or dance</p>	<p>Rec - can move in time to the pulse of the music eg marching</p> <p>Yr1 - To describe the meaning of pulse To understand that music can be used for different purposes (use a variety of styles)</p> <p>Yr2 - To describe the meaning of pulse To start to recognise the term 'pitch' as high and low To understand that music can be used for different purposes (use a variety of styles)</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 2 - Zoo Time (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p>Rec - to sing using a melodic shape eg up and down</p> <p>Yr1 - To perform simple patterns using 1 or 2 notes To follow instructions on when and when not to play</p> <p>Yr2 - To perform simple patterns using 1 or 2 notes To follow instructions on when and when not to play</p>	<p>Rec - to play imaginary instruments to match the structure and sound of the music eg quietly or blowing/plucking an instrument</p> <p>Yr1 - To draw a simple picture of what a musical piece represents (use a variety of different styles)</p> <p>Yr2 - To use pictures to show what instruments are being played</p>	<p>Rec - can anticipate change in music eg getting louder or faster</p> <p>Yr1 - To listen with good concentration To identify and keep the pulse using body percussion</p> <p>Yr2 - To talk about changes in a piece of music To identify and keep the pulse using body percussion</p>	<p>Rec - to choreograph movement to different music styles eg happy/sad</p> <p>Yr1 - To sort music into groups eg happy and sad songs To start to understand the meaning of 'dynamics' as loud and soft</p> <p>Yr2 - To sort music into groups eg happy and sad songs To start to understand the meaning of 'dynamics' as loud and soft</p>

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 3 - I wanna play in the band</p> <p>(Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p>Rec - to pitch match a note that an adult sings</p> <p>Yr1 - to take notice when others are performing To follow a melody successfully</p> <p>Yr2 - to use voices creatively eg change of pitch or dynamics To imitate change in pitch with voice</p>	<p>Rec - create rhythms using body percussion or on an instrument they have made</p> <p>Yr1 - to create a clapping rhythm that can be repeated To experiment with making different sounds using objects or instruments (make own instruments)</p> <p>Yr2 - to begin to order sounds into beginning and end (playing up to 4 notes) To consider how to change the sound of an instrument eg dynamics and pitch</p>	<p>Rec - to describe a pieces of music and make simple comparisons eg this song was fast but the other was slower</p> <p>Yr1 - To identify the 'texture' of pieces of music by thinking about how many layers or instruments there are playing To talk about music makes them feel</p> <p>Yr2 - To identify the 'texture' of pieces of music by thinking about how many layers or instruments there are playing To talk about music makes them feel</p>	<p>Rec - to combine movement and playing an instrument/singing</p> <p>Yr1 - to improvise using 1-2 notes To change the sound of an instrument for a purpose eg getting quieter</p> <p>Yr2 - to improvise using 1-2 notes To change the sound of an instrument for a purpose eg getting quieter</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 4 - Composition and Performance (not Charanga - link to topic)</p> <p><i>Class teacher to link to a topic and children use un-tuned percussion instruments</i></p> <p><i>Approx 3 sessions of 45 minutes</i></p>	<p>Rec - to enjoy watching others perform and to perform in group with an audience</p> <p>Yr1 - to show an awareness of the audience when I perform To play an instrument with control</p> <p>Yr2 - to play in a group knowing when and when not to play To keep the pulse when another member of the group plays the rhythms (and swap)</p>	<p>Rec - Can create music based around a theme and make sounds</p> <p>Yr1 - to sort sounds into different qualities eg scratchy, twinkly, rattling To think about how to change the sound of an instrument eg loud/soft To order sounds based on a stimulus</p> <p>Yr2 - To order sounds based on a stimulus To write simple rhythms as words to describe their composition (coca cola, lemonade)</p>	<p>Rec - to start to 'hear' a story in music and describe the events and characters</p> <p>Yr1 - to express likes/dislikes to a variety of musical pieces and give reasons</p> <p>Yr2 - to express likes/dislikes to a variety of musical pieces and give reasons</p>	<p>Rec - to keep a steady beat/pulse using an instrument</p> <p>Yr1 - to repeat simple rhythms on an un-tuned percussion instrument To show an awareness of the difference between pulse and rhythm</p> <p>Yr2 - To show an awareness of the difference between pulse and rhythm To perform simple rhythmic patterns in a group</p>

Key stage 2 (Years 3,4 and 5) Music Units and Objectives

Year B (20-21)

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 1 - Bringing us together (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To sing songs from memory with accurate pitch and control To play a small range of notes on an instrument</p> <p><u>Yr4</u> To sing in tune with correct diction and breathing To play a small range of notes on an instrument</p> <p><u>Yr5</u> To show control, expression and breathing when phrasing in singing To play a small range of notes on an instrument</p>	<p><u>Yr3</u> To compose a simple melody and play it back (3-4 notes) To record a composition as symbols, dots or pictures</p> <p><u>Yr4</u> To compose a simple melody and play it back (3-4 notes) To record a composition as symbols, dots or pictures</p> <p><u>Yr5</u> To create more complex compositions and play on an instrument To record music as a visual score using symbols considering dynamics</p>	<p><u>Yr3</u> To answer questions about the instruments they can hear To identify the pulse and show through movement</p> <p><u>Yr4</u> To answer questions about the instruments they can hear and think about how it is played (eg plucked or bow) To identify the pulse and show it on an instrument</p> <p><u>Yr5</u> To answer questions about the instruments they can hear and think about how it is played (eg plucked or bow) To identify the pulse and show it on an instrument whilst others sing/play the melody</p>	<p><u>Yr3</u> To create an improvisation based on a type of music</p> <p><u>Yr4</u> To create an improvisation based on a type of music</p> <p><u>Yr5</u> To create an improvisation based on a type of music</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 2 - Three Little Birds (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To show control in voice and show and understanding of diction To maintain a part in a small group piece</p> <p><u>Yr4</u> To change pitch and dynamics when singing To maintain a part in a small group piece</p> <p><u>Yr5</u> To show expression and mood whilst singing To maintain a part in a small group piece and no when to pause and play at the correct time</p>	<p><u>Yr3</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To consider how an instrument is played and design symbols to show this</p> <p><u>Yr4</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To begin to show simple rhythmic notation as dots and dashes</p> <p><u>Yr5</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To begin to record notes on a stave</p>	<p><u>Yr3</u> To comment on the type of sounds heard and the mood it creates To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p> <p><u>Yr4</u> To think about the composers intention To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p> <p><u>Yr5</u> To think about the composers intention To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p>	<p><u>Yr3</u> To describe music by drawing pictures or writing an explanation To understand the meaning of pulse, dynamics and pitch</p> <p><u>Yr4</u> To describe music by drawing pictures or writing an explanation To understand the meaning of pulse, dynamics and pitch</p> <p><u>Yr5</u> To describe musical structure by explaining intro, verse, chorus etc for a variety of songs</p> <p>To understand the meaning of pulse, dynamics, pitch and tempo</p>

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 3 - Lean on me (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To show different pitches on instruments To understand when to play and when not to play in a group piece</p> <p><u>Yr4</u> To start to show dynamics when playing instruments To consider the audience when playing an instrument</p> <p><u>Yr5</u> To start to show dynamics when playing instruments To try to include the audience in my performance</p>	<p><u>Yr3</u> To choose sounds and notes for effect considering tempo and dynamics</p> <p><u>Yr4</u> To choose sounds and notes for effect considering tempo and dynamics To start to layer parts within a group</p> <p><u>Yr5</u> To choose sounds and notes for effect considering tempo and dynamics To start to layer parts within a group</p>	<p><u>Yr3</u> To talk about the music and list things they like and dislike, giving reasons To understand how combining musical elements has an effect on the listener</p> <p><u>Yr4</u> To talk about the music and list things they like and dislike, giving suggestions on how it could be changed To understand how combining musical elements has an effect on the listener</p> <p><u>Yr5</u> To understand how combining musical elements has an effect on the listener To describe a piece of music in a different way, eg a poem, piece of art or a new composition</p>	<p><u>Yr3</u> To create an improvisation using 5 notes (C,D,F,G,A) To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why</p> <p><u>Yr4</u> To create an improvisation using 5 notes (C,D,F,G,A) To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why using musical vocabulary</p> <p><u>Yr5</u> To create an improvisation using 5 notes (C,D,F,G,A) to support the melody To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why using musical vocabulary. Why would it not be suitable at a certain event?</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 4 - Composition and Performance (not Charanga - link to topic)</p> <p><i>Class teacher to link to a topic and children use un-tuned percussion instruments</i></p> <p><i>Approx 3 sessions of 45 minutes</i></p>	<p><u>Yr3</u> To improvise using a call and response rhythm using un-tuned percussion To perform simple rhythms on un-tuned percussion</p> <p><u>Yr4</u> To perform simple rhythms on un-tuned percussion To vary dynamics used for effect</p> <p><u>Yr5</u> To perform simple rhythms on un-tuned percussion To vary dynamics used for effect</p>	<p><u>Yr3</u> To create sound effects for a purpose To begin to show structure in terms of beginning and end</p> <p><u>Yr4</u> To create sound effects for a purpose To begin to show structure in terms of beginning and end</p> <p><u>Yr5</u> To create structure to the composition To create an accompaniment or background rhythm</p>	<p><u>Yr3</u> To talk about the tempo, mood and texture of the music (find similar stimuli linked to topic) To comment on the type of sounds that can be heard</p> <p><u>Yr4</u> To talk about the texture, tempo, dynamics and mood of the music To think about the composer's intentions</p> <p><u>Yr5</u> To talk about the texture, tempo, dynamics and mood of the music To think about the composer's intentions</p>	<p><u>Yr3</u> To create an improvisation based on a stimulus</p> <p><u>Yr4</u> To create an improvisation based on a stimulus</p> <p><u>Yr5</u> To create an improvisation based on a stimulus</p>

Year C (21-22)

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 1 - Let your spirit fly (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To sing songs from memory with accurate pitch and control To play a small range of notes on an instrument</p> <p><u>Yr4</u> To sing in tune with correct diction and breathing To play a small range of notes on an instrument</p> <p><u>Yr5</u> To show control, expression and breathing when phrasing in singing To play a small range of notes on an instrument</p>	<p><u>Yr3</u> To compose a simple melody and play it back (3-4 notes) To record a composition as symbols, dots or pictures</p> <p><u>Yr4</u> To compose a simple melody and play it back (3-4 notes) To record a composition as symbols, dots or pictures</p> <p><u>Yr5</u> To create more complex compositions and play on an instrument To record music as a visual score using symbols considering dynamics</p>	<p><u>Yr3</u> To answer questions about the instruments they can hear To identify the pulse and show through movement</p> <p><u>Yr4</u> To answer questions about the instruments they can hear and think about how it is played (eg plucked or bow) To identify the pulse and show it on an instrument</p> <p><u>Yr5</u> To answer questions about the instruments they can hear and think about how it is played (eg plucked or bow) To identify the pulse and show it on an instrument whilst others sing/play the melody</p>	<p><u>Yr3</u> To create an improvisation based on a type of music</p> <p><u>Yr4</u> To create an improvisation based on a type of music</p> <p><u>Yr5</u> To create an improvisation based on a type of music</p>
	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 2 - Mamma Mia (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To show control in voice and show and understanding of diction To maintain a part in a small group piece</p> <p><u>Yr4</u> To change pitch and dynamics when singing To maintain a part in a small group piece</p> <p><u>Yr5</u> To show expression and mood whilst singing To maintain a part in a small group piece and no when to pause and play at the correct time</p>	<p><u>Yr3</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To consider how an instrument is played and design symbols to show this</p> <p><u>Yr4</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To begin to show simple rhythmic notation as dots and dashes</p> <p><u>Yr5</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To begin to record notes on a stave</p>	<p><u>Yr3</u> To comment on the type of sounds heard and the mood it creates To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p> <p><u>Yr4</u> To think about the composers intention To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p> <p><u>Yr5</u> To think about the composers intention To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p>	<p><u>Yr3</u> To describe music by drawing pictures or writing an explanation To understand the meaning of pulse, dynamics and pitch</p> <p><u>Yr4</u> To describe music by drawing pictures or writing an explanation To understand the meaning of pulse, dynamics and pitch</p> <p><u>Yr5</u> To describe musical structure by explaining intro, verse, chorus etc for a variety of songs To understand the meaning of pulse, dynamics, pitch and tempo</p>

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 3 - Make you feel my Love (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To show different pitches on instruments To understand when to play and when not to play in a group piece</p> <p><u>Yr4</u> To start to show dynamics when playing instruments To consider the audience when playing an instrument</p> <p><u>Yr5</u> To start to show dynamics when playing instruments To try to include the audience in my performance</p>	<p><u>Yr3</u> To choose sounds and notes for effect considering tempo and dynamics</p> <p><u>Yr4</u> To choose sounds and notes for effect considering tempo and dynamics To start to layer parts within a group</p> <p><u>Yr5</u> To choose sounds and notes for effect considering tempo and dynamics To start to layer parts within a group</p>	<p><u>Yr3</u> To talk about the music and list things they like and dislike, giving reasons To understand how combining musical elements has an effect on the listener</p> <p><u>Yr4</u> To talk about the music and list things they like and dislike, giving suggestions on how it could be changed To understand how combining musical elements has an effect on the listener</p> <p><u>Yr5</u> To understand how combining musical elements has an effect on the listener To describe a piece of music in a different way, eg a poem, piece of art or a new composition</p>	<p><u>Yr3</u> To create an improvisation using 5 notes (C,D,E,F,G) To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why</p> <p><u>Yr4</u> To create an improvisation using 5 notes (C,D,E,F,G) To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why using musical vocabulary</p> <p><u>Yr5</u> To create an improvisation using 5 notes (C,D,E,F,G) to support the melody To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why using musical vocabulary. Why would it not be suitable at a certain event?</p>
<p>Unit 4 - Composition and Performance (not Charanga - link to topic)</p> <p><i>Class teacher to link to a topic and children use un-tuned percussion instruments</i></p> <p><i>Approx 3 sessions of 45 minutes</i></p>	<p><u>Yr3</u> To improvise using a call and response rhythm using un-tuned percussion To perform simple rhythms on un-tuned percussion</p> <p><u>Yr4</u> To perform simple rhythms on un-tuned percussion To vary dynamics used for effect</p> <p><u>Yr5</u> To perform simple rhythms on un-tuned percussion To vary dynamics used for effect</p>	<p><u>Yr3</u> To create sound effects for a purpose To begin to show structure in terms of beginning and end</p> <p><u>Yr4</u> To create sound effects for a purpose To begin to show structure in terms of beginning and end</p> <p><u>Yr5</u> To create structure to the composition To create an accompaniment or background rhythm</p>	<p><u>Yr3</u> To talk about the tempo, mood and texture of the music (find similar stimuli linked to topic) To comment on the type of sounds that can be heard</p> <p><u>Yr4</u> To talk about the texture, tempo, dynamics and mood of the music To think about the composer's intentions</p> <p><u>Yr5</u> To talk about the texture, tempo, dynamics and mood of the music To think about the composer's intentions</p>	<p><u>Yr3</u> To create an improvisation based on a stimulus</p> <p><u>Yr4</u> To create an improvisation based on a stimulus</p> <p><u>Yr5</u> To create an improvisation based on a stimulus</p>

Year A (22-23)

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 1 - Dragon Song (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To sing songs from memory with accurate pitch and control To play a small range of notes on an instrument</p> <p><u>Yr4</u> To sing in tune with correct diction and breathing To play a small range of notes on an instrument</p> <p><u>Yr5</u> To show control, expression and breathing when phrasing in singing To play a small range of notes on an instrument</p>	<p><u>Yr3</u> To compose a simple melody and play it back (3-4 notes) To record a composition as symbols, dots or pictures</p> <p><u>Yr4</u> To compose a simple melody and play it back (3-4 notes) To record a composition as symbols, dots or pictures</p> <p><u>Yr5</u> To create more complex compositions and play on an instrument To record music as a visual score using symbols considering dynamics</p>	<p><u>Yr3</u> To answer questions about the instruments they can hear To identify the pulse and show through movement</p> <p><u>Yr4</u> To answer questions about the instruments they can hear and think about how it is played (eg plucked or bow) To identify the pulse and show it on an instrument</p> <p><u>Yr5</u> To answer questions about the instruments they can hear and think about how it is played (eg plucked or bow) To identify the pulse and show it on an instrument whilst others sing/play the melody</p>	<p><u>Yr3</u> To create an improvisation based on a type of music</p> <p><u>Yr4</u> To create an improvisation based on a type of music</p> <p><u>Yr5</u> To create an improvisation based on a type of music</p>
<p>Unit 2 - Living on a Prayer (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To show control in voice and show and understanding of diction To maintain a part in a small group piece</p> <p><u>Yr4</u> To change pitch and dynamics when singing To maintain a part in a small group piece</p> <p><u>Yr5</u> To show expression and mood whilst singing To maintain a part in a small group piece and no when to pause and play at the correct time</p>	<p><u>Yr3</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To consider how an instrument is played and design symbols to show this</p> <p><u>Yr4</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To begin to show simple rhythmic notation as dots and dashes</p> <p><u>Yr5</u> To use a stimulus to create layers of music for effect (eg building rhythm before accompaniment and melody) To begin to record notes on a stave</p>	<p><u>Yr3</u> To comment on the type of sounds heard and the mood it creates To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p> <p><u>Yr4</u> To think about the composers intention To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p> <p><u>Yr5</u> To think about the composers intention To talk about the texture, tempo and timbre of different examples of music (use a variety of genres)</p>	<p><u>Yr3</u> To describe music by drawing pictures or writing an explanation To understand the meaning of pulse, dynamics and pitch</p> <p><u>Yr4</u> To describe music by drawing pictures or writing an explanation To understand the meaning of pulse, dynamics and pitch</p> <p><u>Yr5</u> To describe musical structure by explaining intro, verse, chorus etc for a variety of songs To understand the meaning of pulse, dynamics, pitch and tempo</p>

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
<p>Unit 3 - Dancing in the street (Charanga)</p> <p><i>Approx 6-8 sessions of 45 minutes each or 5 whole afternoons if blocking the unit</i></p>	<p><u>Yr3</u> To show different pitches on instruments To understand when to play and when not to play in a group piece</p> <p><u>Yr4</u> To start to show dynamics when playing instruments To consider the audience when playing an instrument</p> <p><u>Yr5</u> To start to show dynamics when playing instruments To try to include the audience in my performance</p>	<p><u>Yr3</u> To choose sounds and notes for effect considering tempo and dynamics</p> <p><u>Yr4</u> To choose sounds and notes for effect considering tempo and dynamics To start to layer parts within a group</p> <p><u>Yr5</u> To choose sounds and notes for effect considering tempo and dynamics To start to layer parts within a group</p>	<p><u>Yr3</u> To talk about the music and list things they like and dislike, giving reasons To understand how combining musical elements has an effect on the listener</p> <p><u>Yr4</u> To talk about the music and list things they like and dislike, giving suggestions on how it could be changed To understand how combining musical elements has an effect on the listener</p> <p><u>Yr5</u> To understand how combining musical elements has an effect on the listener To describe a piece of music in a different way, eg a poem, piece of art or a new composition</p>	<p><u>Yr3</u> To create an improvisation using 5 notes To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why</p> <p><u>Yr4</u> To create an improvisation using 5 notes To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why using musical vocabulary</p> <p><u>Yr5</u> To create an improvisation using 5 notes to support the melody To listen to pieces of music and explain where they may be heard (eg party, funeral, wedding etc) and why using musical vocabulary. Why would it not be suitable at a certain event?</p>
<p>Unit 4 - Composition and Performance (not Charanga - link to topic)</p> <p><i>Class teacher to link to a topic and children use un-tuned percussion instruments</i></p> <p><i>Approx 3 sessions of 45 minutes</i></p>	<p><u>Yr3</u> To improvise using a call and response rhythm using un-tuned percussion To perform simple rhythms on un-tuned percussion</p> <p><u>Yr4</u> To perform simple rhythms on un-tuned percussion To vary dynamics used for effect</p> <p><u>Yr5</u> To perform simple rhythms on un-tuned percussion To vary dynamics used for effect</p>	<p><u>Yr3</u> To create sound effects for a purpose To begin to show structure in terms of beginning and end</p> <p><u>Yr4</u> To create sound effects for a purpose To begin to show structure in terms of beginning and end</p> <p><u>Yr5</u> To create structure to the composition To create an accompaniment or background rhythm</p>	<p><u>Yr3</u> To talk about the tempo, mood and texture of the music (find similar stimuli linked to topic) To comment on the type of sounds that can be heard</p> <p><u>Yr4</u> To talk about the texture, tempo, dynamics and mood of the music To think about the composer's intentions</p> <p><u>Yr5</u> To talk about the texture, tempo, dynamics and mood of the music To think about the composer's intentions</p>	<p><u>Yr3</u> To create an improvisation based on a stimulus</p> <p><u>Yr4</u> To create an improvisation based on a stimulus</p> <p><u>Yr5</u> To create an improvisation based on a stimulus</p>

Year 6 Units and Objectives

	Performance objectives	Composition Objectives	Appraisal Objectives	Application Objectives
Unit 1 - Happy (Charanga)	<p>To show control, expression and breathing when phrasing in singing</p> <p>To play an instrument accurately with expression through dynamics and control</p>	<p>To create more complex melodies and play them on an instrument</p> <p>To show a clear structure to compositions</p> <p>To record notes on a simple stave</p>	<p>To use musical vocabulary to describe the music (pitch, timbre, mood, dynamics etc)</p> <p>To identify the pulse and keep it on an instrument whilst others play the melody</p>	<p>To create an improvisation based on a stimulus or type of music</p> <p>To understand the structure of different pieces of music</p>
Unit 2 - You've got a friend (Charanga)	<p>To show control, expression and breathing when phrasing in singing</p> <p>To play more complex patterns on an instrument using a range of notes</p>	<p>To consider the mood of the music and plan this accordingly in my composition</p> <p>To show thoughtfulness when selecting instruments and sounds</p>	<p>To think about the composer/singer's intention and use it to answer questions about the song</p> <p>To use all dimensions of music to describe this song</p>	<p>To improvise a repeating ostinato or pattern or notes to accompany the melody</p>
Unit 3 - Music and Me (Charanga)	<p>To maintain a part in a small group piece</p> <p>To consider the audience when I perform</p>	<p>To compose more complex pieces in a group, considering the musical dimensions previously learnt - to consider the impact on the listener</p> <p>To develop symbols to show dynamics</p>	<p>To understand how combining different musical elements has an effect on the listener</p>	<p>To listen to and describe different types of music - explaining where this might be heard using musical vocabulary. Why would it be suitable/not suitable at different events?</p>
Unit 4 - Composition and Performance (not Charanga)	<p>To maintain my own rhythm when playing in a group</p> <p>To play with control and understand the importance of 'rest' or 'pause' in rhythm</p>	<p>To compose a complex piece of music, considering musical dimensions previously learnt.</p> <p>To consider the impact on the listener</p>	<p>To describe a piece of music in a different way eg piece of art, poem or a new composition</p>	<p>To take on the lead role as conductor</p>

Music Day - different focus each year

Each year, as a school we will have a musical focus day during Summer Term. Here are some of the examples of Music Day.

In 2021, we will be celebrating World Beatles Day as part of 'pop music through the decades' Children and staff will be invited to dress up and enjoy listening to and appraising songs by The Beatles. Each class will learn and perform a song that will be shared with parents via our online platform.

History of music (Renaissance to Modern)	Pop Music through the decades
Women in music	Cultural music day

Objectives:

To answer questions about this style of music

To find out simple facts about this era

To use this style as a stimulus to compose

To respond with opinions about the music

To name artists/composers linked to this style