

# St Augustine's CE Primary School

## Music



**Curriculum Progression Map for knowledge, skills and understanding  
(1 Year Cycle)**

# The International Curriculum Overview: Intent, Implementation and Impact

The International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC) are curriculum models based on thematic units that cover Nursery to Y6. Today's children face more diverse challenges and opportunities than any other generation before them: climate change, political change, inequality, migration, an accelerating pace of technology and access to more information than ever before are just some of the issues that our children will face in their lives.

## **The Vision and Philosophy of the International Curriculum**

**Aim:** *the International Curriculum aims to improve learning in schools by supporting teachers and leaders through the provision of internationally researched curriculum materials and engaging units of learning.*

**Philosophy:** *central to the international curriculum is the belief in, and commitment to, the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future.*

At **St Augustine CE Primary**, the aim and the philosophy of the International Curriculum fits with our own school vision of 'achieving excellence together' where we offer an engaging curriculum where our children can foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of opportunities.

## **Seven Foundations of the IPC**

The IPC is designed and driven by underpinning foundations that ensure the curriculum remains learning focused and puts the goal of improving learning at the centre of what we do. The following seven underpinning foundations form the structure of the IPC.

- **Foundation 1:** Learner-focused personal, international and subject learning goals
- **Foundation 2:** A progressive pedagogy
- **Foundation 3:** A process to facilitate learning for all
- **Foundation 4:** Globally competent learners
- **Foundation 5:** Knowledge, skills, and understanding are taught, learned and assessed differently
- **Foundation 6:** Connected learning
- **Foundation 7:** Assessment for improving learning

Each of the seven foundations for learning are exemplified below.



## Foundation 1: Learner-focused personal, international and subject learning goals



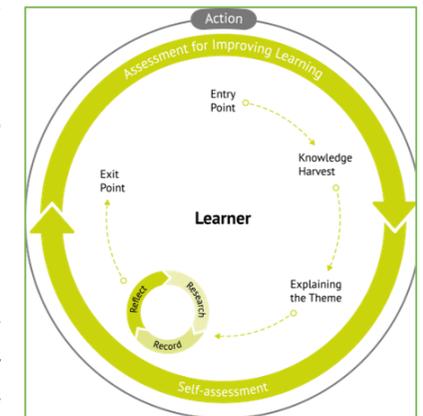
Learning should be at the core of what every good school does, and the overarching question that IPC asks is 'how does this improve learning?' The subject learning goals covered the knowledge, skills and understanding that children should learn across a range of subjects. The eight personal learning goals are integral to the IPC. The aim of the personal learning Goals is to develop character and attitudes rather than knowledge, skills and understanding. The development of an inquisitive mind and a sense of curiosity about the world and its people is essential for international learning. The international learning goals help learners begin the move towards increasing their knowledge and understanding of national, international, global and intercultural perspectives on the world around them whilst developing the capacity to take action and make a difference.

## Foundation 2: A progressive pedagogy

A key part of the IPC focuses on brain-based learning. The IPC recognises that we have two types of memory: the working memory and the long-term memory. The IPC units of learning work on the theory of children being able to extract prior learning and apply this to new learning as they complete the units of work across the year groups. The international curriculum has been designed to promote the use of a constructive pedagogy in classrooms whereby learners connect new knowledge to prior knowledge and are actively engaged in constructing their own understanding. The Knowledge Harvest enables children the opportunity to share what they already know about the upcoming learning so that it can be tailored accordingly to their needs. It also supports the strengthening of neuronal connections by helping learners to make links between new and existing learning.

## Foundation 3: A process to facilitate learning for all

All IPC units follow the process to facilitate learning with a learner at the centre, which is structured to make sure that children's learning experiences are stimulating and therefore effective. The key parts of the process include: Entry Point, Knowledge Harvest, Explaining the Theme, Research, Record, Reflect and the Exit Point, all underpinned by assessment for improving learning. The process to facilitate learning is repeated many times through an academic year, providing familiarity and routine to children's learning journeys.



## Foundation 4: Globally competent learners



In order for children who learn through the International Curriculum to become engaged globally, competent citizens, it is crucial for them to develop not only a strong interest in their own and others cultures and a deep understanding of multiple perspectives, but also a keen desire to help shape local and global communities through actions that impact positively on society. Being globally aware starts in our own school community before expanding to the local area and then further afield to the UK and more globally. All units within the International Curriculum cover an international dimension to allow the children to reflect, deepen their understanding of the world in which they live.

## Foundation 5: Knowledge, skills, and understanding are taught, learned and assessed differently

Across the international curriculum, Knowledge, skills and understanding are all considered valuable. All of the Knowledge Learning Goals start with 'to know', all of the Skills Learning Goals start with 'be able to' and all of the Understanding Learning Goals start with 'understand'. Icons for knowledge, skills, and understanding are shared with children along with the definitions for each.

<b>KNOWLEDGE</b>		<b>Definition:</b> We think of knowledge as 'knowing that'	<b>Characteristics of knowledge:</b> Knowledge can be new or consolidated. Knowledge is continually expanding and can change as new discoveries are made.
<b>SKILLS</b>		<b>Definition:</b> We think of skills as 'being able to do something'	<b>Characteristics of skills:</b> Skills are learnt in a practical way; they can be new or consolidated. We define developmental stages of acquiring skills as 'Beginning, Developing, Mastering and Innovating'.
<b>UNDERSTANDING</b>		<b>Definition:</b> We think of understanding as making meaning	<b>Characteristics of understanding:</b> Understanding is personal and connections have to be made actively by the learner in order to make meaning. Multiple opportunities should be offered for learners to develop and demonstrate their understanding. Understanding includes components of knowledge, skills and experience.

## Foundation 6: Connected Learning



The international curriculum promotes connected learning in a variety of ways. Learning is interdependent through connecting ideas to subjects and between subjects and prior learning to current learning so that the connections in the brain are reinforced. In the IPC subjects are built independently and interdependently into different thematic units of learning so that learners can engage in dialogue from different viewpoints. This enables children to see the wider context of their learning and to make connections both through and across different subjects.



## Foundation 7: Assessment for improving learning

Whilst teachers are expected to plan for assessment opportunities, the reality is that learner performance, interactions and questions provide a constant stream of important information that the teacher should be using on an ongoing basis to inform future planning. Assessment for improving learning involves teachers and learners becoming partners in learning, helping teachers to further develop the knowledge, skills and understanding of their learners. Knowledge is assessed in a range of ways. This might include the Knowledge Harvest, quizzes, question and answer sessions. Skills are assessed through rubrics.

In years one to six, teachers are also following The Charanga Musical School Scheme of work. This provides teachers with week-by-week lessons to support each year group through the teaching of discrete music lessons. Each unit of work comprises the strands of musical learning which corresponds with the National Curriculum:

1. Listening and Appraising
2. Musical activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

At St Augustine's we encourage our children to develop and master a range of knowledge, skills and understanding in all areas of the curriculum. As a whole school community, we have devised a range of subject characters and knowledge, skills and understanding principles that are specific to each area of the curriculum, to enable the children to identify not only the subject they are learning but also the content. The characters were shared with the children and they generated a list of knowledge, skills and understanding for each area.

### In Music, when the children are being musicians they:

use the voices expressively and creatively

listen to and identify a range of music from all over the world

experiment with sound

understand how colour, pattern, texture and shape can be used to express emotions and ideas

.....



understand musical compositions and manipulating structures such as arrangement and tempo

perform as a solo or as part of an ensembles

compose music for a range of purposes

know about different composers and musicians from around the world and their music

Early Years

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>

bang  
crash  
tap  
hit  
loud  
quiet

	Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	
		Physical Development	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>	
		Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	
	ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

	Units being taught in Nursery	The Big Idea	The learners will be finding out.....	Key Vocabulary
	<b>This is me</b>	<p>We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.</p>	<p>Learning the names of our friends  Learning about the parts of our body, head, arm, leg, foot  Making a simple portrait  Making art with our hands or feet  Exploring how we are feeling  Exploring what is inside a room in our home, eg kitchen (and what is safe and not safe)  Making a room from our own home  Finding out about homes/room around the world  Finding out about our families  Looking at our favourite toys  Planning a birthday party  Finding out how to wash our hands  Finding out how and why we brush our teeth  Learning to cross a road safely  Learning to be a good friend  Learning how to work together</p>	<p>Name parts of the body, head, arm, leg, foot</p>
	<b>Dinosaur Detectives!</b>	<p>A long time ago, before people like you and me lived on the Earth, there were dinosaurs! No one has ever seen a real dinosaur before, but we know lots about them – what they looked like, what they ate and just how big and tall they were. We are going to travel back in time to the land of the dinosaurs to find out more about these amazing creatures. Get ready for an exciting adventure!</p>	<p>Hatching our own dinosaur egg  Finding out how big dinosaurs really were  Exploring dinosaur opposites  Creating our own dinosaur world  Making model dinosaurs  Finding treasures  Digging up dinosaur bones  Finding out about fossils  Solving a dinosaur mystery  Running our own Museum of Dinosaur Wonders  Describing a missing dinosaur  Going on an adventure to find our missing dinosaurs  Finding out what dinosaurs ate  Helping our dinosaur friends  Finding out what happened to the dinosaurs  Moving and dancing like a dinosaur</p>	<p>Hatching, dinosaurs and their names eg tyrannosaurus  Treasure, bones, fossil, dig, museum, mystery, costume, swap</p>

		<p>Creating a dinosaur costume</p> <p>Making dinosaur music</p> <p>Getting messy with swamp play</p> <p>Enjoying our own dino party!</p>	
<b>Once Upon A time</b>	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'</p>	<p>Exploring pushes and pulls with 'The Enormous Turnip'</p> <p>Buying and selling vegetables at our own market</p> <p>Exploring size with 'The Three Billy Goats Gruff'</p> <p>Building our own bridge for a troll</p> <p>Making a race course for 'The Tortoise and the Hare'</p> <p>Finding out about tortoises and how to look after them</p> <p>Setting our own goals</p> <p>Creating a sports day for different animals</p> <p>Making a character from 'The Gingerbread Man'</p> <p>Baking our own gingerbread</p>	<p>Soil, dig, plant, build, bridge, race, bake, mix</p>
<b>Brilliant Bug Ball</b>	<p>We share our space with thousands and thousands of little visitors – minibeasts that live in the soil, under stones, amongst the plants and grass, in the trees and even in our homes. Minibeasts come in lots of different shapes and sizes, from tiny ants and long wriggly worms to beautiful butterflies with brightly-coloured wings. We are going to be exploring minibeasts in our local area and finding out more about what they look like, how they live and how they move about. And who knows – if the minibeasts like us, perhaps they'll invite us to a special party!</p>	<p>Finding out how to look after a minibeast</p> <p>Seeing how a caterpillar changes into a butterfly</p> <p>Making a wormery</p> <p>Building a home for a minibeast</p> <p>Making a book about minibeasts</p> <p>Sorting minibeasts that walk and fly</p> <p>Counting with a very hungry caterpillar</p> <p>Making butterfly wings</p> <p>Counting with ladybird spots</p> <p>Comparing the size of different insects and animals</p> <p>Making spider webs</p> <p>Finding out about honey bees</p> <p>Working as a team – just like ants!</p> <p>Moving about like pond minibeasts</p> <p>Comparing fast and slow minibeasts</p> <p>Dancing to 'The Ugly Bug Ball'</p> <p>Making minibeast costumes</p> <p>Planning a minibeast party</p>	<p>Minibeast, caterpillar, worm, wormery, butterfly, ladybird, spider, spider-web, insect and names such as honey bee, ants, pond</p>

			Making minibeast party food Creating a minibeast party menu	
<b>Ocean Treasures</b>	Have you ever wondered what you might find under the sea? We're going to be exploring the oceans of the world, investigating forests of swaying seaweed, and diving deep into the darkest depths, to find out more about all the amazing and beautiful animals that make the sea their home. Are we ready to take the plunge and see what we can find?		Making patterns and shapes out of sand Exploring a collection of shells Making art from beach objects Helping a turtle baby reach the sea Creating our own fish school Learning to share with the Rainbow Fish Making a home for a hermit crab Finding out more about animals under the sea Helping a whale to make friends Learning to dive and explore the sea Finding out about the amazing things an octopus can do! Explore light and dark under the sea In Learning to move like waves and paint our own pictures Creating an undersea dance Using music to tell a story Performing our own dolphin show!	Patterns, shells, beach, turtle, sea, fish, hermit crab, whale, octopus, waves, dolphin
<b>Animal Rescuers</b>	We share our world with many different animals – from the pets that we might look after at home to the big wild animals we might see on television or in books. We are going to imagine we are travelling all around the world, to visit some very exciting places and meet the animals that live there. We're also going to help these animals to feel happy and safe. Some might even want to share some amazing stories with us! Are you ready to pack your bags for a fabulous adventure?		Growing our own jungle Following animal footprints Making animal masks and costumes Learning to share with a crocodile! Going on a safari Exploring animal patterns Discovering some African fruit Teaching a giraffe how to dance Building an igloo Finding out why polar bears are white Helping animals stay afloat Exploring friendship with the help of a penguin Making patterns with sand Looking after a camel Making desert snakes Helping animals to feel at home	Pets and names eg. Hamsters, guinea pigs, , wild animals eg. lion, tigers, igloo, polar bear, penguin, snake

	Units being taught in Reception	The Big Idea	The learners will be finding out.....	Key Vocabulary
	<p><b>This is me</b></p>	<p>We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.</p>	<p>Learning the names of our friends  Learning about the parts of our body  Making a portrait  Making art with our hands and feet  Exploring how we are feeling In  Exploring what is inside a home  Making our own home  Finding out about homes around the world  Making a key for a home  Sending a letter to a friend  Finding out about our families  Looking after a baby  Looking at our favourite toys  Planning a birthday party  Finding out what we do when we go to bed and wake up in the morning In  Finding out how to wash our hands  Finding out how and why we brush our teeth  Learning to cross a road safely  Learning to be a good friend  Learning how to work together</p>	<p>Name parts of the body, on the face  Senses, touch, see, smell, taste, hear, fingers</p>
	<p><b>Blast Off!</b></p>	<p>At bedtime, the moon and the stars come out. They shine down from the night sky. Have we ever imagined what it might be like to go on a journey to the moon and the stars? What might we find there? Who might be living there? And what is the moon really made of? Perhaps it is time to find out!</p>	<p>Exploring the stars</p> <p>Learning about the planets  Training to be an astronaut  Building a rocket ship  Exploring moon shapes  Having a picnic on the moon  Playing with moon rocks  Making a moon buggy  Exploring a new planet  Making a home for the Moonbeams  Running a space restaurant  Having a party with the Moonbeams</p>	<p>Rocket  Space  Aliens  Maps  Stars  Earth  Telescope  Shape  Size  Astronaut  Suit  Helmet  Journey  Launch</p>

				Phases of the moon Eclipse Half moon Full moon Craters Moon rocks Take off Landing Planets Moon
<b>Once Upon A time</b>	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone, no matter what their age, has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin? 'Once upon a time...'</p>	Exploring pushes and pulls with 'The Enormous Turnip' Buying and selling vegetables at our own market Planting and growing our own vegetables Making a delicious vegetable soup! Exploring size with 'The Three Billy Goats Gruff' Building our own bridge for a troll Making sound effects to tell a story Performing a story with props and music. Making a race course for 'The Tortoise and the Hare' Finding out about tortoises and how to look after them Setting our own goals Creating a sports day for different animals Making a character from 'The Gingerbread Man' Baking our own gingerbread Changing the story of 'The Gingerbread Man' Creating a modern-day version of the story	Seed, soil, dig, plant, build, bridge, race, buy, sell, bake, mix	
<b>The World Around Us</b>	<p>Look out of the window and what do you see? We share our world with lots of living things – people, insects, animals, birds, plants and trees. We need to make sure that our world is well</p>	Going on a bear hunt! Exploring stones and pebbles Making a tree friend Meeting a Gruffalo Making food for birds	Tree, birds, vegetables, litter, reduce, reuse, recycle, junkyard, building, place	

		looked after, so that everyone in it can enjoy a healthy and happy life.	<ul style="list-style-type: none"> <li>Finding out about things that grow</li> <li>Exploring fruit and vegetables</li> <li>Tidying up lots of litter</li> <li>Making paper</li> <li>Finding out what happens to our litter</li> <li>Making a junkyard band</li> <li>Making recycled art</li> <li>Building homes</li> <li>Going shopping</li> <li>Exploring the places we like to go</li> <li>Finding out about people who help us</li> </ul>	names, people who help us, eg. Gardeners, farmers, refuse collectors
	<b>Going Places</b>	A journey can start at any time and take you to exciting places. We go on journeys every day, sometimes by car, sometimes by walking – perhaps we might go on a train, or an aeroplane, or a boat setting sail across the sea. There are many ways we can travel and many adventures we can have. Where would you like to go today?	<ul style="list-style-type: none"> <li>Exploring how we travel</li> <li>Going on a car journey</li> <li>Helping a friend in need</li> <li>Becoming bus drivers!</li> <li>Exploring a beach</li> <li>Making a boat</li> <li>Finding a treasure island</li> <li>Taking a trip under the sea!</li> <li>Finding out about things that fly</li> <li>Going on a plane journey</li> <li>Playing with balloons</li> <li>Drawing our own adventure</li> <li>Visiting the North Pole</li> <li>Finding out about different places</li> <li>Having a holiday celebration</li> <li>Tasting foods from around the world</li> </ul>	Travel, journey, island, sea, treasure, adventure, trip, plane, fly, places, celebration
	<b>To The Recue</b>	Superheroes to the rescue! Superheroes are all around us, using their special super powers to help others in need. We're going to become heroes too, by making our own costumes and imagining the amazing and incredible powers we will use to help ourselves and other people around us. Lots of exciting new adventures await us as we explore and learn about the world of Superheroes!	<ul style="list-style-type: none"> <li>Listening to a story about a superhero</li> <li>Telling the story using puppets and models</li> <li>Exploring the beginning, middle and ending of a story</li> <li>Making our own comic book</li> <li>Imagining being a character in a story</li> <li>Thinking about what makes a superhero</li> <li>Exploring different superhero costumes</li> <li>Making a superhero costume of our own</li> <li>Making a superhero den</li> <li>Training to be a superhero</li> <li>Showing off our costumes with a grand parade In</li> </ul>	Models, superhero, names for materials eg. Plastic, den, vehicle, directions, eg. Left, right, fly, freezing, melting, senses, fruit names, eg. Bananas, apples

			Finding out about people who help us Making a vehicle for a superhero Giving directions to our vehicle Making a gift for a hero we look up to Working as a team to help each other In Exploring freezing and melting with ice Exploring how things move Finding out about things that fly Exploring our own super senses – sight, hearing, touch, taste and smell Making a fruit smoothie for a superhero	
--	--	--	---	--

**Key stage 1 and 2 NC Purpose of Study for Music**

**Purpose of study**  
 Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

<b>Year 1</b>	<b>NC Statutory Programme of Study for Year 1</b>		
	<div style="border: 1px solid #003366; padding: 5px;"> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> </div>		
	<b>Unit being taught</b>	<b>The learners will be finding out...</b>	<b>Key Vocabulary</b>
<b>People of the Past</b> Significant people	<ul style="list-style-type: none"> <li>• About the life and music of a famous composer</li> <li>• How to use music to tell the story of our famous composer</li> </ul>	Piece, Musician, Rhythm, Pattern, Steady, Instrument,	

			Movement, Symbol
<b>Charanga Primary Music Curriculum</b>			
	<b>Unit/music style being taught</b>	<b>The learners will cover...</b>	<b>Key Vocabulary</b>
Unit 1	<b>Hey You!</b>  Old school hip hop	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.  <b>Links to other units:</b> Fresh Prince of Bel Air - KS2 (Scheme Year 5) Ee-Oh! by Benjamin Britten - KS2 (see Freestyle)	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform
Unit 2	<b>Rhythm In The Way We Walk &amp; Banana Rap</b>  Reggae, Hip hop	Action songs that link to the foundations of music.  <b>Links to other units:</b> Zootime - KS1 (Scheme Year 2) Three Little Birds - KS2 (Scheme Year 3) Hey You! - KS1 (Scheme Year 1) The Fresh Prince Of Bel Air - Hip Hop - KS2 (Scheme Year 5) Ee-Oh! - Benjamin Britten (see Freestyle)	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform
Unit 3	<b>In the Groove</b>  Blues, Latin, Folk, Funk, Baroque, Bhangra	Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.  <b>Links to other units:</b> Tragic Story - Britten - KS2 ( see Freestyle) Baroque - History of music (see Reflect, Rewind and Replay units) I Mun Be Married - Britten KS2 (see Freestyle) Begone Dull Care! - Britten KS2 (see Freestyle)	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove
Unit 4	<b>Round and Round</b>  Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.  <b>Links to other units:</b> In The Groove - Year 1 - KS1 (Year 1) Benjamin Britten - Begone Dull Care - KS2 (see Freestyle) Classroom Jazz 1 and 2 - KS2 (Scheme Years 5 and 6)	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose,

			perform, audience
Unit 5	<p><b>Your imagination</b></p> <p>Film, Pop, Musicals</p>	<p>Using your imagination and creating your own lyrics.</p> <p><b>Links to other units:</b> Dragon Song (Scheme Year 3)</p>	<p>Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>
Unit 6	<p><b>Reflect, Rewind and Replay</b></p> <p>Western Classical Music and your choice from Year 1</p>	<p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>Links to other units:</b> All year 1 units</p>	

**NC Statutory Programme of Study for Year 2**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p><b>Treasure Island</b> Past Civilisations</p>	<ul style="list-style-type: none"> <li>• How to sing pirate songs</li> <li>• How to compose and play music inspired by pirates and the sea</li> <li>• How to listen to, and evaluate music we have made</li> </ul>	<p>Song, Familiar, Purpose, Rhythm Repetition, Beat, Pattern, Perform, Instrument, Finger clicks, Claps</p>
<p><b>Flowers and Insects</b> Living things: plants and animals</p>	<ul style="list-style-type: none"> <li>• About the music of the famous composer, Rimsky-Korsakov</li> <li>• How to create our own music</li> </ul>	<p>Effects, Purpose Rhythm, Steady beat, Elements, Performance, Tempo, Mood, Pitch, Tempo, Duration, Maracas, Tambourine, Drum</p>
<p><b>From A to B</b> Invention and Development</p>	<ul style="list-style-type: none"> <li>• About the sounds different types of transport make</li> <li>• How to create our own 'sound journey'</li> </ul>	<p>Sounds, Symbols, Patterns, Musical, Compose, Tuned, Untuned, Instruments, Dynamics, Tempo,</p>

			Pitch, Duration, Timbre, Composer, Performance, Microphone, Rhythm, Genre, Rehearse, Accompanied
<b>Charanga Primary Music Curriculum</b>			
	<b>Unit/music style being taught</b>	<b>Children will...</b>	<b>Key Vocabulary</b>
<b>Unit 1</b>	<b>Hands, feet, heart</b>  South African styles	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.  <b>Links to other units:</b> Fishing Song - Britten - KS2 (see Freestyle)	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo
<b>Unit 2</b>	<b>Ho Ho Ho</b>  Christmas, Big Band, Motown, Elvis, Freedom Songs	Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.  <b>Link to other units:</b> Christmas units	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo
<b>Unit 3</b>	<b>I Wanna play in a band</b>  Rock	Teamwork, working together. The Beatles. Historical context of musical styles.  <b>Links to other units:</b> Livin' on a Prayer - KS2 (Scheme Year 5) Don't Stop Believin' - KS2 (see Freestyle)	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform,

			Unit 4 audience, melody, dynamics, tempo
Unit 4	<b>Zootime</b>  Reggae	Animals, poetry and the historical context of musical styles.  <b>Links to other units:</b> Three Little Birds - KS2 (Scheme Year 3)	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Unit 5	<b>Friendship</b>  Pop, Soul, Film, Musicals	Friendship and being kind to one another.  <b>Links to other units:</b> Bringing Us Together (Scheme Year 3)	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Unit 6	<b>Reflect, Rewind and Replay</b>  Western Classical Music and your choice from Year 2	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  <b>Links to other units:</b> All of year 2	

**NC Statutory Programme of Study for Year 3**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<b>Saving the World</b> Rainforest	<ul style="list-style-type: none"> <li>• How to represent a rainforest scene using music</li> </ul>	Rain sticks, perform, create, beat, pitch, tone, timing, percussion.

Charanga Primary Music Curriculum

Unit/music style being taught	Children will cover...	Key Vocabulary
<b>Let your spirit fly</b>  R&B, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.  <b>Links to other units:</b> There Was A Monkey - Britten - KS2 (see Freestyle),	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar,

			keyboard, synthesizer, hook, melody
Unit 2	<b>Glockenspiel Stage 1</b>  Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.  <b>Links to other units:</b> Glockenspiel Stage 2 - KS2 (Scheme Year 4). Using scores/notation in the units.	
Unit 3	<b>Three Little Birds</b>  Reggae	Animals, Jamaica, poetry and the historical context of musical styles.  <b>Links to other units:</b> Zootime - KS1 (Scheme Year 2). Britten -There Was A Man Of Newington - KS2 (see Freestyle).	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae
Unit 4	<b>The Dragon Song</b>  Music from around the world	Friendship, kindness, acceptance, the environment, creativity.  <b>Links to other units:</b> Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody
Unit 5	<b>Bringing us together</b>  Disco/Anthem	Music unites us, friendship, kindness.  <b>Links to other units:</b> Friendship Song (Scheme Year 2).	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm,

			pitch, tempo, dynamics, texture structure, hook, riff, melody
--	--	--	--

**NC Statutory Programme of Study for Year 4**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<b>Temples, Tombs and Treasures</b> Past civilisations	<ul style="list-style-type: none"> <li>• About the instruments used in Ancient Egypt and Ancient Sumer</li> <li>• How to create our own music to retell a story from an ancient civilisation</li> </ul>	Perform, pitch, tone, create, re-tell.
<b>Island Life</b> Physical Geography	<ul style="list-style-type: none"> <li>• About different musical genres from islands around the world</li> <li>• How to create, perform and evaluate a piece of music</li> </ul>	Genres, musical, samba, reggae, perform, create, evaluate, beats, tone, pitch, timing.
<b>They Made A Difference</b> Significant People	<ul style="list-style-type: none"> <li>• About well-known musicians from the host and home countries</li> <li>• How we can compose our own music in a similar style</li> <li>• Why some music/musicians are significant</li> </ul>	Musician, composer, pitch, dynamic, tempo, rhythm,

			composition, notation, ensemble
	<b>Turn it up!</b> Sound and Light	<ul style="list-style-type: none"> <li>How to play a simple tune on an instrument</li> </ul>	Tune, pitch, tone, instrument, woodwind, genres.
<b>Charanga Primary Music Curriculum</b>			
	<b>Unit/Music style being taught:</b>	<b>Children will cover...</b>	<b>Key Vocabulary</b>
Unit 1	<b>Mama Mia</b>  ABBA	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.  <b>Links to other units:</b> Other units that relate to the 80s Livin' On A Prayer - KS2 (Scheme Year 5). Don't Stop Believin' - KS5 (see Freestyle).	Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison
Unit 2	<b>Glockenspiel Stage 2</b>  Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.  <b>Links to other units:</b> Using scores / notation in all units.	Rhythm patterns, compose, Mardi Gras Groovin, melody, pulse, rhythm, pitch, tempo, Two-Way Radio dynamics, texture, structure,
Unit 3	<b>Stop!</b>  Grime, Classical, Bhangra, Tango, Latin Fusion	Composition, bullying.  <b>Links to other units:</b> The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure,

			Unit 4compose, improUnit 5ise, hook, riff, melody, solo
Unit 4	<b>Lean on me</b> Gospel	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.  <b>Links to other units:</b> A New Year Carol - Gospel version -KS2 (Scheme Year 6). Reflect, Rewind and Replay - History of Music.	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
Unit 5	<b>Blackbird</b> The Beatles	Civil rights. The development of Pop music.  <b>Links to other units:</b> Dancing In The Street (Scheme Year 6).	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
Unit 6	<b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 4	Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  <b>Links to other units:</b> All Year 4 units	

**NC Statutory Programme of Study for Year 5**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p><b>The Great, The Bold, The Brave</b> Past Civilisation</p>	<ul style="list-style-type: none"> <li>• How to write and perform our own Greek chorus</li> </ul>	<p>Melody, Chorus Dynamics, Compos ition, Vocal, Ensemble, Lyrics, Pitch, Volume, Tone, Tem po, Repetition, Har mony</p>
<p><b>The Holiday Show</b> Globalisation and Economics</p>	<ul style="list-style-type: none"> <li>• About music from different countries around the world</li> </ul>	<p>Traditional music, Modern, Pitch, Volume, Tone, Tempo, Repetition</p>

## Charanga Primary Music Curriculum

	Charanga Primary Music Curriculum		
	Unit/Music style being taught:	Children will cover...	Key Vocabulary
Unit 1	<b>Livin' on a prayer</b>  Rock	How rock music developed from the Beatles onwards. Analysing performance.  <b>Links to other units:</b> I Wanna Play In A Band - KS1 (Scheme Year 2). Don't Stop Believin' - KS2 (see Freestyle).	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose
Unit 2	<b>Classroom Jazz 1</b>  Jazz	History of music - Jazz in its historical context  <b>Link to other units:</b> Classroom Jazz 2 - KS2 (Scheme Year 6). Supports improvisation generally in previous units.	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo
Unit 3	<b>Make me feel you love</b>  Pop ballads	Historical context for ballads.  <b>Links to other units:</b> Mamma Mia - KS2 (Scheme Year 4).	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Unit 4	<b>The Fresh prince of Bel-Air</b>  Hip Hop	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Old-school Hip Hop, Rap, riff, synthesizer, deck,

		<p><b>Links to other units:</b> Hey You! - KS1 (Scheme Year 1).</p>	<p>backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
Unit 5	<p><b>Dancing in the street</b></p> <p>Motown</p>	<p>The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p><b>Link to other units:</b> Happy - KS2 (Year 6). Blackbird - KS2 (Year 4).</p>	<p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
Unit 6	<p><b>Reflect, Rewind and Replay</b></p> <p>Western Classical Music and your choice from Year 5</p>	<p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>Links to other units:</b> All year 5 Units</p>	

**NC Statutory Programme of Study for Year 6**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Unit being taught	The learners will be finding out...	Key Vocabulary
<p><b>Earth as an Island</b> Globalisation and Economics</p>	<ul style="list-style-type: none"> <li>• About different genres of island music</li> <li>• How island music is created, and what makes it unique</li> </ul>	<p>Genres of music:</p> <ul style="list-style-type: none"> <li>• Calpyso</li> <li>• Reggae</li> <li>• Ceilidh</li> <li>• Gamelan</li> <li>• Hawaiian Aloha Oa</li> </ul> <p>Pitch, Volume, Tone, Tempo, Repetition</p>
<p><b>AD900</b> Past civilisations</p>	<ul style="list-style-type: none"> <li>• How to plan and perform our own West African masquerade</li> </ul>	<p>Call and response Echo Drums:</p>

			<ul style="list-style-type: none"> <li>• Djembe</li> <li>• Adondo</li> <li>• Sakara</li> </ul> <p>Other percussion:</p> <ul style="list-style-type: none"> <li>• Aslatua (shaker),</li> <li>• axatse (shaker like a maraca)</li> </ul> <p>String instruments:</p> <ul style="list-style-type: none"> <li>• Kora (harp/lute), ngo ni (small plucked lute),</li> <li>• xalam (banjo-style lute)</li> </ul> <p>Pitch, Volume, Tone, Tempo, Repetition</p>
	<b>Look Hear!</b> Sound and Light	<ul style="list-style-type: none"> <li>• How to play our homemade instruments</li> </ul>	Acoustic/electrical guitar, Chords, Pitch, Volume
<b>Charanga Primary Music Curriculum</b>			
	<b>Unit/Music style being taught:</b>	<b>Children will cover...</b>	<b>Key Vocabulary</b>
Unit 1	<b>Happy</b>  Pop/Motown	<p>What makes us happy? Video/project with musical examples.</p> <p><b>Links to other units:</b> Motown - Happy KS2 (Year 6), Dancing In The Street KS2 (Year 5)</p>	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.

Unit 2	<b>Classroom Jazz 2</b>  Jazz, Latin, Blues	History of music - Jazz in its historical context  <b>Links to other units:</b> Classroom Jazz 1 (Scheme Year 5). Supports improvisation generally in other units.	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.
Unit 3	<b>Benjamin Britten - A New Year Carol</b>  Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.  <b>Links to other units:</b> Christmas units: Lean On Me - Gospel - KS2 (Scheme Year 4). In The Groove - Bhangra - KS1 (Scheme Year 1).	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.
Unit 4	<b>Music and Identity</b>	Coming soon...	Coming soon...
Unit 5	<b>You've got a friend</b>  The music of Carole King	Her importance as a female composer in the world of popular music.  <b>Link to other units:</b> Make You Feel My Love - Adele KS2 (Year 5).	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.
Unit 6	<b>Reflect, Rewind and Replay</b>	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	

	Western Classical Music and your choice from Year 6	<b>Links to other units:</b> All Year 6 units.	
Unit 6		•	

## Progression of **Knowledge** within the Music Curriculum

Year Group	By the end of Early Years, the learners will:
<b>Early Years</b>	Early Learning Goal - Children sing songs, make music and dance, and experiment with ways of changing them.

<b>Year 1 and 2</b>	By the end of Key Stage One, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 1	Year 2
	Know a number of songs		From A to B Treasure Island
	Know a number of other pieces of music	People of the Past	Flowers and Insects
	Know how a number of musicians including some from their home country and the host country use musical elements to create different effects and for different purposes	People of the Past	Flowers and Insects
<b>Year 3 and 4</b>	By the end of Lower Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 3	Year 4
	Know how a number of musicians - including some from their home country and the host country - organise sounds and use them expressively	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Know how a number of musicians - including some from their home country and the host country - choose sounds and instruments which are appropriate for their task	Saving the World	Island Life Temples, tombs and treasures Turn it up! They made a difference
<b>Year 5 and 6</b>	By the end of Upper Key Stage 2, the learners will:	Unit/s where the knowledge is covered/revisited	
		Year 5	Year 6
	Know that the study of music is concerned with musical expression and communication	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Know how a number of musicians - including some from their home country and the host country - combine musical elements within a structure	The Holiday Show	Earth as an Island AD900

## Progression of **Skills** within the Music Curriculum

Year  
Group

By the end of Early Years, the learners will:

**Early Years**

To freely explore instruments, make music, sing songs and dance. There is an emphasis on independence and self initiated learning.

Year 1 and 2	By the end of Key Stage One, the learners will:	Unit/s where the skill is covered/revisited		
		Year 1	Year 2	
		Be able to recognise and explore ways in which sounds can be made, changed and organised	People of the Past	From A to B Flowers and Insects
		Be able to sing familiar songs	People of the Past	Treasure Island
		Be able to play simple rhythms with a steady beat	People of the Past	Treasure Island Flowers and Insects
		Be able to compose simple musical patterns	People of the Past	From A to B Treasure Island
		Be able to perform individually and with others	People of the Past	From A to B Treasure Island
		Be able to use symbols to represent sounds	People of the Past	From A to B
		Be able to listen carefully to pieces of music and comment on them	People of the Past	From A to B Treasure Island Flowers and Insects
	Be able to recall a simple tune	People of the Past		
	Be able to suggest ways of improving their own work	People of the Past	Treasure Island	
Year 3 and 4	By the end of Lower Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited		
		Year 3	Year 4	
		Be able to recognise and explore the ways that sounds can be organised and used expressively	Saving the World	Temples, tombs and treasures Turn it up!
	Be able to sing in tune and with expression	Saving the World	Island Life Temples, tombs and treasures They made a difference	

	Be able to perform simple pieces rhythmically using a limited range of notes	Saving the World	Temples, tombs and treasures Turn it up! They made a difference
	Be able to improvise repeated patterns	Saving the World	Temples, tombs and treasures
	Be able to compose simple pieces to create intended effects	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Be able to choose sounds and instruments which are appropriate for their task	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Be able to improve their own work, having regard to the intended effect	Saving the World	Temples, tombs and treasures They made a difference
	Be able to explain their own work in terms of what they have done and why	Saving the World	Island Life Temples, tombs and treasures They made a difference
	Be able to talk about pieces of music, giving reasons for their opinions	Saving the World	Island Life They made a difference
<b>Year 5 and 6</b>	By the end of Upper Key Stage 2, the learners will:	Unit/s where the skill is covered/revisited	
		Year 5	Year 6
	Be able to sing songs in unison and in two parts	The Great, The Bold and The Brave The Holiday Show	
	Be able to play tuned and untuned instruments with control and rhythmical accuracy	The Great, The Bold and The Brave The Holiday Show	AD900

	Be able to perform as part of an ensemble	The Great, The Bold and The Brave The Holiday Show	AD900
	Be able to perform with an awareness of audience	The Great, The Bold and The Brave The Holiday Show	AD900 Look Hear!
	Be able to compose musical pieces combining musical elements within a structure	The Great, The Bold and The Brave The Holiday Show	AD900
	Be able to improve their own work having regard to purpose		
	Be able to listen attentively with attention to detail	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Be able to make judgements about pieces of music, showing understanding, appreciation, respect and enjoyment as appropriate	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Be able to consider pieces of music in terms of meaning, mood, structure, place and time	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900

## Progression of **Understanding** within the Music Curriculum

Year Group	By the end of Early Years, the learners will:
<b>Early Years</b>	To understand that music enables children to be imaginative, creative and to investigate changes in sound.

<b>Year 1 and 2</b>	By the end of Key Stage One, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 1	Year 2
	Understand that musical elements can be used to create different effects	People of the Past	From A to B Flowers and Insects
	Understand that music is used for a variety of different purposes		Treasure Island
<b>Year 3 and 4</b>	By the end of Lower Key Stage 2, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 3	Year 4
	Understand how musical elements are combined and varied to create different effects	Saving the World	Island Life Temples, tombs and treasures They made a difference
<b>Year 5 and 6</b>	By the end of Upper Key Stage 2, the learners will:	Unit/s where the understanding is covered/revisited	
		Year 5	Year 6
	Understand that musicians use music to express emotions and experiences	The Great, The Bold And The Brave The Holiday Show	Earth as an Island AD900
	Understand that the work of musicians is influenced by their environment	The Holiday Show	Earth as an Island AD900