

End of Year Framework

Subject: Music



SCHEME OF WORK: CHARANGA

National Curriculum Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Music Key Concepts

| | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Appraising | | | | | | | |
| Singing and Playing | | | | | | | |
| Composition and improvisation | | | | | | | |
| Performing | | | | | | | |
| Notation | | | | | | | |

Methodology

<https://charanga.com/site/log-in/>

| | Knowledge | Skills | Key Vocabulary: |
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| Year R Me! Everyone! Big Bear Funk | <ul style="list-style-type: none"> To know a range of nursery rhymes off by heart. To know the stories of some of the nursery rhymes. <ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of a song can tell stories and paint pictures. <ul style="list-style-type: none"> To sing nursery rhymes and simple songs from memory. To know that songs have different sections. <ul style="list-style-type: none"> To know a performance is sharing music. | <ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music (Dancing, marching, being animals, etc). <ul style="list-style-type: none"> To find the pulse by copying. To explore high and low using voices (Characters in stories). To explore how to make sounds on a range of instruments. To copy basic rhythmic patterns. To invent a pattern using one pitched note. <ul style="list-style-type: none"> To sing along with a pre-recorded song and add simple actions. To sing along with a backing track. <ul style="list-style-type: none"> To perform a nursery rhyme by singing and adding simple actions. To perform a nursery rhyme by adding a simple instrumental part. To record the performance and talk about it. | Nursery rhymes, action, song, instruments, share, respond, explore ,listen, sing, play, beat, high, low, voice, hands, feet, instrument, soft sound, loud sound, hard sound, group, solo, shake, ring, compose |
| Year 1 Banana Rap Round and Round Your Imagination | <ul style="list-style-type: none"> To listen to a piece of music and say if they liked or disliked it and why. To begin to identify some instruments they can hear. <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat To know the different ways of making different notes on a range of instruments. To learn the names of some of the instruments they are playing. To explore the sounds of different instruments they use. <ul style="list-style-type: none"> To know that improvisation is about making up your own tune on the spot. It is not written down and belongs to them. To use a given piece of music to inspire them to make simple changes. <ul style="list-style-type: none"> To know a performance is sharing music with other people, called an audience. To know what makes a good audience. | <ul style="list-style-type: none"> To use their body parts to respond to music. To say if they like or dislike a piece of music. To recognise fast, medium and slow tempos. <ul style="list-style-type: none"> To find the pulse. To listen to a short rhythm and clap it back. To use voices to copy back. To explore different ways to play instruments (shaking, hitting, scraping, etc). To learn that they can make different sounds with their voices. To learn to start and stop singing when following a leader. To treat instruments carefully and with respect. To listen and follow musical instructions from a leader. <ul style="list-style-type: none"> To improvise using one or two notes. To create a simple melody using up to 3 notes. To begin to learn how the notes of a composition can be written down in symbols/pictorial format. To begin to represent sounds with simple marks and symbols. | Banana Rap: Pulse, rhythm, pitch, rap, improvise, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform Round and Round: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience Your Imagination: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination |

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| | | <ul style="list-style-type: none"> • To choose sounds to represent different things, (emotions, objects, ideas). • To make different sounds (loud, quiet, high, low). • To choose a song they have learnt and perform it. • To add their own ideas to a performance. • To say how they felt when performing. • To think about what could make their work even better (playing faster or louder, etc). | |
| <p>Year 2</p> <p>Ho Ho Ho</p> <p>I Wanna Play in a Band</p> <p>Friendship Song</p> | <ul style="list-style-type: none"> • To listen to a piece of music and talk about how it makes them feel. • To recognise the sound and names of some of the instruments they hear. • To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc) • To know the difference between beat and rhythm. • To know we can add high and low sounds when we sing and play our instruments to change the pitch. • To know that unison is everyone singing at the same time. • To know that some songs include other ways of using the voice (Rapping/spoken words). • To begin to learn the names of the notes that they are playing. • To know the names of the instruments they are playing. • To talk about their choices on the elements they have changed. • To discuss what went well in their performance. | <ul style="list-style-type: none"> • To learn how songs can tell a story or describe an idea. • To say how a piece makes them feel and what it reminds them of. • To recognise fast and slow tempos and high and low notes. • To learn about voices and singing notes of different pitches (high and low). • To sing songs following the tune. • To perform rhythmical patterns and accompaniments, keeping a steady pulse. • To learn to find a comfortable singing position. • To learn to play a tuned instrumental part that matches their musical ability. • To use their voice and instruments to make loud and quiet sounds and fast and slow tempos. • To play a part in time with the steady pulse. • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To begin to play tuned and untuned instruments musically. • To copy a simple pattern of long and short sounds. • To make a sequence of long and short sounds with support. • To create a simple melody. • To learn how a composition can be written down and changed if necessary. • To use invented or real symbols to invent and record simple rhythm patterns. • To experiment with, create, select and combine sounds using the inter-related dimensions of music. • To identify an aspect of their performance that went well. | <p>Ho Ho Ho: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p> <p>I Wanna Play in a Band: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Friendship Song: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> |

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| <p>Year 3</p> <p>Glockenspiel Stage 1</p> <p>Three Little Birds</p> <p>Bringing us Together</p> | <ul style="list-style-type: none"> To listen to a piece of music and talk about the emotions it makes them feel. To name some of the instruments they can hear in a song. To know how to find and demonstrate the pulse. To know how pulse, rhythm and pitch work together to create a song. To know that rhythm is the long and short patterns over the pulse. <ul style="list-style-type: none"> To know a singing group can be called a choir. To know why we need to warm up our voices before singing. To be able to play a simple rhythmic pattern in time to the music. To know how to play long and short notes on the instruments. To know that music can be played or listened to for a variety of purposes. <ul style="list-style-type: none"> To be able to use a range of instruments to improvise. To know a composition is music that is created by you and kept in some way. To know there are different ways of recording compositions (Letter names, symbols, audio, etc). To compose using a range of note lengths. <ul style="list-style-type: none"> To know their importance of practising before performing. To know how to sing and play clearly. | <ul style="list-style-type: none"> To confidently identify and move to the pulse and identify the beat in music. To think about what the words may mean in a song. To discuss how a song makes them feel. To listen carefully and respectfully to other people's thoughts about the music. <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune.' To have an awareness of the pulse when singing. To play a part on a tuned instrument from memory or using notation. To rehearse and perform a part. To listen and follow musical instructions from a leader. <ul style="list-style-type: none"> To listen and sing back confidently. To create short rhythmic phases. To use my voice and instruments to make loud and quiet sounds (dynamics). To plan and create a section of music that can be performed. To record a composition in any appropriate way that recognises the connection between sound and symbol (pictorial/graphic notation). To show control when playing musical instruments so that they sound as they should. <ul style="list-style-type: none"> To choose what to perform. To communicate the meaning of the words. To talk about the best place to be when performing and how to stand or sit. To say how they felt when performing, what went well and what they would change and why. To comment on the effectiveness of their own work, identifying and making improvements. | <p>Glockenspiel Stage 1: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p> <p>Three Little Birds: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p> <p>Bringing Us Together: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p> |
| <p>Year 4</p> <p>Mamma Mia</p> | <ul style="list-style-type: none"> To listen to a piece of music and talk about the mood it creates linked to the effect of the instruments, dynamics, tempo and pitch that can be heard. To begin to learn about the groups of different instruments. | <ul style="list-style-type: none"> To talk about the musical dimensions in a song (if the song gets louder in the chorus, if there is a dynamics change, etc). To describe the music using musical words. <ul style="list-style-type: none"> To listen to the group when singing. | <p>Mamma Mia: Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture</p> |

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| <p>Lean on Me</p> <p>Blackbird</p> | <ul style="list-style-type: none"> To learn about the historical importance of the songs/composers. To know the difference between rhythm and beat. <ul style="list-style-type: none"> To know how and why you must warm up your voice. To know what makes a good singing posture. To know how many beats in a minim, crotchet and semibreve and recognise their symbols. To play an instrumental part of a piece with increased confidence and fluency. <ul style="list-style-type: none"> To know that you can use learnt riffs to inspire improvised pieces. To use different ways of recording compositions (Letter names, symbols, audio, etc). To recognise the correct symbol for a minim, crotchet and semibreve and use them in compositions. <ul style="list-style-type: none"> To sing clearly and play with confidence. To know performing involves communicating feelings, thoughts and ideas about the song/music. To reflect on their performance with what went well and identify a focus area for future performances. | <ul style="list-style-type: none"> To re-join the song if lost. To experience leading the playing by making sure everyone plays in the playing section of the song. <ul style="list-style-type: none"> To listen and clap back melodic patterns. To listen to and reflect when composing and make musical decisions about pulse, rhythm, pitch, dynamics and tempo <ul style="list-style-type: none"> To present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. | <p>structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p> <p>Lean on Me: 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</p> <p>Blackbird: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo</p> |
| <p>Year 5</p> <p>Livin on a Prayer</p> <p>The Fresh Prince of Bel-Air</p> <p>Dancing in the Street</p> | <ul style="list-style-type: none"> To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song. To name the 4 main groups of instruments in music To identify the main sections of a song (intro, verse, chorus, etc). <ul style="list-style-type: none"> To sing clearly demonstrating a good posture, understanding of pronunciation and projection of your voice. To be able to sing in canon and unison. To know the notes, C,D,E,F,G,A,B and C on the treble stave. To know different ways of writing music down (staff notation, symbols, etc). To create a new tune to a known rhythm or song. To know notation is the connection between sound and symbol. | <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of a song. To compare 2 songs in the same style and think about what stands out musically in each of them, their similarities and differences. <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing or play from memory with confidence, expression and in tune. To play a musical instrument with the correct technique. To lead a rehearsal session. | <p>Livin on a Prayer: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo</p> <p>The Fresh Prince of Bel-Air: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> |

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| | <ul style="list-style-type: none"> To use a range of different instruments and note length for a chosen effect. To know a performance involves communicating ideas, thought and feelings about the song/music. To evaluate their own performance and next steps. | <ul style="list-style-type: none"> To listen to and reflect upon a developing composition and make musical decisions about how the melody connects with the song. To maintain and vary rhythms to fit a style (Blues, Jazz, African, etc). To choose what to perform. To talk about the venue and how to use it to best effect. To reflect on a performance- what went well? and 'it would have been even better if...?'. | <p>Dancing in the Street: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> |
| <p>Year 6</p> <p>Happy</p> <p>You've Got a Friend</p> <p>Music and Me</p> | <ul style="list-style-type: none"> To listen to a piece of music and talk about the story it tells, linking their ideas to the musical characteristics (lyrics, instruments, structure) To identify the groups of instruments that can be heard in a piece of music. To discuss the structure of a given piece. To develop an understanding of the history of music. To use their voices with increasing accuracy, fluency, control and expression. To begin to sing in harmony. (3rd, 5th). To be confident singing solo or in a pair. To use a staff and notation to record a composition. To play an instrumental part of a piece with fluency, confidence and expression. To select and use their own instruments that they have previously learnt to play. To know and names of some well - known improvising musicians. To know a composition has a pulse, rhythm and pitch that work together shaped by tempo, dynamics, texture and structure. To compose short passages using similar themes. When performing, communicate a given idea, thought or feeling about the song/music. | <ul style="list-style-type: none"> To talk about how the music makes you feel, using musical language to describe the music. To listen to and reflect upon a developing composition and make musical decisions about how the melody connects with the song. To choose how to record a composition that recognises the connection between sound and symbol (pictorial/graphic notation). To use ICT to organise my musical ideas. To demonstrate imagination and confidence in the use of sound. To compose by developing ideas within a range of given musical structures. To discuss and talk musically about a performance- what went well? and 'it would have been even better if...?'. | <p>Happy: 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.</p> <p>You've Got a Friend: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p> <p>Music and Me: Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music</p> |