



## Music Overview

This document gives an overview of the knowledge within the schemes of work used within the schools of CIT. This builds from Reception through to year 6 such that pupils experience all aspects of the national curriculum prior to leaving any of our schools. Our schemes of work are also aligned with the Department for Education document “Model Music Curriculum which can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974366/Model Music Curriculum Full.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf)

### Pedagogy

Music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey.

The Music curriculum within our schools is based upon 7 key areas of knowledge – listening/appraising, the dimensions of music, signing, playing, improvising, composing and performing. Each aspect of music is covered within all year groups except for the EYFS (where we cover 4 of the 7 areas explicitly). Rather than simply covering knowledge and then moving on, the scheme seeks to ensure that the correct knowledge is introduced in the age appropriate year group. All knowledge is then repeated and most embedded (covered for a third time) prior to the pupils beginning their next stage of education in Year 7.

We follow the [Charanga Scheme of learning](#). Our philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. Music plays a role in every aspect of our lives, wherever and whoever we are. For this reason, we divide the academic year into six units, each corresponding with one of our six recurring Social Questions, combined with a unique Musical Spotlight. At the centre of each step – each lesson – is a song around which the musical learning is centered.

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 29 - Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



The table below shows how this is implemented within our scheme of work:

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS							
Key Stage 1	<a href="#">Cycle A</a>	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let’s Perform Together
	<a href="#">Cycle B</a>	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Lower Key Stage 2	<a href="#">Cycle A</a>	Writing Music Down	Playing in a band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
	<a href="#">Cycle B</a>	Musical Structures	Exploring Feelings When You Play	Compose with Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On!
Upper Key Stage 2	<a href="#">Cycle A</a>	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands!
	<a href="#">Cycle B</a>	Music and Technology	Developing Ensemble Skills	Creative Compositions	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour

## Curriculum Mapping

### Expressive Arts in the Early Year Foundation Stage – See Early Years Curriculum

<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		<p><b>Expressive Arts and Design</b>  <b>ELG:</b> Creating with Materials Children at the expected level of development will:          ♣ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;          ♣ Share their creations, explaining the process they have used;          ♣ Make use of props and materials when role playing characters in narratives and stories.</p>	<p><b>ELG: Being Imaginative and Expressive</b>          Children at the expected level of development will:          ♣ Invent, adapt and recount narratives and stories with peers and their teacher;          ♣ Sing a range of well-known nursery rhymes and songs;          ♣ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Musical Activity	Charanga Model Scheme	National Curriculum KS1	National Curriculum KS2
Musicianship and Notation	✓	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
Listening and Responding	✓	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
Singing	✓	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>
Playing Instruments	✓	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand staff and other musical notations</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>
Improvising	✓	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>At the centre of each step – each lesson – is a song around which the musical learning is centred.</li> </ul>
Composing	✓	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Use and understand staff and other musical notations</li> </ul>
Performing	✓	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>

The National Curriculum says: Experiment with, create, select and combine sounds using the inter-related dimensions of music (Musical elements)

		KS1	KS2			
				Notation and Theory		
					Lower Key Stage 2	Upper Key Stage 2
<b>Musical Element</b>	Pulse/Beat	✓	✓	<b>Crotchets</b>	✓	✓
	Rhythm	✓	✓ Including metre and Tempo	<b>Paired Quavers</b>	✓	✓
	Pitch	✓	✓ Including melody	<b>Minims</b>	✓	✓
	Tempo	✓	✓	<b>Semibreves</b>	✓	✓
	Dynamic	✓	✓ Including articulation	<b>Semiquavers</b>		✓
	Harmony		✓	<b>Rests</b>	✓	✓
	Instrumentation and timbre		✓	<b>Triplets</b>	✓	✓
	Texture		✓	<b>Time signatures 2/4, 3/4, 4/4</b>	✓	✓
	Playing technique		✓	<b>Time signatures 6/8, 12/8, 5/4</b>	✓ 12/8	6/8, 5/4
				<b>Dynamics</b>	Piano, Forte Crescendo Diminuendo	Pianissimo Piano Forte Fortissimo Crescendo Diminuendo Mezzo Forte Mezzo Piano
<b>Musical Extras</b>	Performing in an ensemble	✓	✓	<b>General theory: stave, barline, clef</b>	✓	✓
	Musical styles and repertoire	✓	✓	<b>Keys, key signatures and scales</b>	✓	✓
	Social Connections	✓	✓		C major G major F major A minor D major D minor E major	C major G major F major A minor D major D minor A major E♭ major F minor
	Music Technology		✓			

### What Is Included in Each Unit of Work?

Each unit is made up of a selection of the following activities:

- The Unit Structure Baseline Quiz (Unit 1 in each year only)
- Activity 1: Musicianship Options:
  - 1a. Understanding Music
  - 1b. Improvise Together
- Activity 2: Listen and Respond
- Activity 3: Learn to Sing the Song

- Activity 4: Play your Instruments with the Song
- Activity 5: Composing and Improvising (KS1: Improvise with the song, Compose with the Song, Create a Graphic Score KS2: All of the above, as well as Compose with a Theme, Quickbeats and Music Notepad)
- Activity 6: Perform the Song End-of-unit/year Quiz

## Assessment

Within each unit of work there are opportunities for short and longer low stakes quizzes to ensure children retain musical knowledge. Teacher's assess throughout the unit of learning ensuring they adapt lessons to suit the needs of the pupils. Session 6 is a formal opportunity for assessment. Children may self-assess completing their ["Music Passport"](#) for their appropriate year group. Teachers will complete the Caythorpe Assessment documents in assessment folders accordingly.

Year Group	Listen and Appraise	Interrelated Dimensions (games)	Introduce	Repeat	Embed	Composition	Performance
			Singing	Playing	Improvising		
R	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.				A performance is sharing music.
1	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with other people, called an audience.
2	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
3	To know five songs from memory and who sang them or wrote them. To know the style of the five songs.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm.	To know and be able to talk about: <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> </ul>	To know and be able to talk about:	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> </ul>

	<p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the song.</li> </ul>	<p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<ul style="list-style-type: none"> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>
4	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the song.</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> <li>Know the difference between pulse and rhythm</li> <li>Pitch: High and low sounds that create melodies</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the challenges in your improvisations</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>

5	<p>To know five songs from memory, who sang or wrote them, when they were written and, <b>if possible, why?</b> To know the style of the five songs and <b>to name other songs from the Units in those styles.</b> <b>To choose two or three other songs and be able to talk about:</b></p> <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the songs</li> <li><b>The historical context of the songs.</b></li> <li><b>What else was going on at this time?</b></li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p><b>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</b></p> <p><b>To choose a song and be able to talk about:</b></p> <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li><b>To know what the song is about and the meaning of the lyrics</b></li> <li>To know and explain the importance of warming up your voice</li> </ul>	<p><b>To know and be able to talk about:</b></p> <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li><b>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</b></li> <li><b>To know three well-known improvising musicians</b></li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way.</li> <li>It's like writing a story. It can be played or performed again to your friends.</li> <li><b>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</b></li> <li><b>Notation: recognise the connection between sound and symbol</b></li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
6	<p>To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments used in the songs</li> <li>The historical context of the songs. What else was going on at this time, musically and historically?</li> <li><b>Know and talk about that fact that we each have a musical identity</b></li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li><b>To know three well-known improvising musicians</b></li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way.</li> <li>It's like writing a story. It can be played or performed again to your friends.</li> <li><b>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</b></li> <li><b>Notation: recognise the connection between sound and symbol</b></li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>