



Phase	Cycle	Autumn	Spring	Summer
Nursery	A/B	<p>Children in Nursery will....</p> <p>Develop their listening skills and being able to discriminate between different sounds such as musical and environmental.</p> <p>Learn to listen to and join in with Nursery Rhymes/Number Rhymes and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Use large-muscle movements to wave flags and streamers and engage in movement and dance.</p> <p>Begin to explore and use instruments.</p> <p>Develop their singing and performance skills when rehearsing for our Nativity performance.</p>	<p>Children in Nursery will....</p> <p>Sing a large repertoire of rhymes and songs.</p> <p>Listen with increased attention to sounds.</p> <p>Listen to music from other cultures.</p> <p>Use large-muscle movements to wave flags and streamers and engage in movement and dance.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express feelings and ideas.</p> <p>Remember and sing entire songs.</p>	<p>Children in Nursery will....</p> <p>Sing a large repertoire of rhymes and songs.</p> <p>Listen with increased attention to sounds.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>

Reception	A/B	Children in Reception will...	Children in Reception will...	Children in Reception will...
		<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs as part of daily routines, play and curriculum teaching.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Play instruments with increasing control to express feelings and ideas.</p> <p>Develop their singing and performance skills when rehearsing for our Nativity performance.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems, and songs as part of daily routines, play and curriculum teaching.</p> <p>Listen to music from other cultures.</p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Play instruments with increasing control to express feelings and ideas.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Play instruments with increasing control to express feelings and ideas.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Combine different movements with ease and fluency.</p>

Christopher Rawlins CE Primary School
 Music- Long Term Plan and Units by Term
 Scheme: Charanga



Phase	Cycle	Autumn	Spring	Summer
KS1 Yr 1/2	A	Charanga Unit- Introducing Beat Charanga Unit- Learning to listen	Charanga Unit- Introducing tempo and dynamics. Charanga Unit- Glockenspiel	Charanga Unit-Pulse, rhythm and pitch Charanga Unit- Our big concert
	B	Charanga Unit - My Musical Heartbeat Charanga Unit- Ho ho ho	Learn an Instrument Glockenspiel Charanga Unit- Learning to listen.	Charanga- Having fun with improvisation. Charanga Unit- Let's Perform Together.
LKS2 Yr 3/4	A	Charanga Unit- Writing music down BBC Ten Pieces-Tchaikovsky	Recorder Lessons Charanga Unit - Enjoying Improvisation	Charanga Unit- More musical styles. Charanga Unit- The show must go on.
	B	Charanga Unit - Playing in a band. Film music - Harry Potter	Charanga Unit -Compose using your imagination. Charanga Unit -More musical styles	Charanga Unit- Musical Structures Recorders
UKS2 Yr 5/6	A	BBC Ten Pieces- Holst Charanga – Developing Ensemble Skills.	Charanga Unit- A New Year Carol Charanga – Creative Composition	Classroom Jazz Battle of the Bands
	B	Charanga- Melody and harmony in music Charanga -Sing and play in different styles	Charanga - Composing and Chords BBC Ten Pieces - Shankar	Music Technology Djembe Drumming/ Performance



Year 1 and 2 Listening			
	Prior Learning (EYFS)	New Learning (Year 1 and 2)	Future Learning
National Curriculum Objectives	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively, move to, and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. Children can: <ul style="list-style-type: none"> a. begin to recognise different genres of music b. begin to recognise instruments being played in a piece of music c. express their opinion about pieces of music 	<ul style="list-style-type: none"> Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Children can: <ul style="list-style-type: none"> a. find the beat in a piece of music b. the tempo, dynamics and duration of a piece of music Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children can: <ul style="list-style-type: none"> a. recognise a range of music genres; recognise instruments being played in a piece of music b. express their opinion about pieces of music using appropriate musical vocabulary discuss similarities and differences in pieces of music

Year 1 and 2 Performing

	Prior Learning (EYFS)	New Learning (Year 1 and 2)	Future Learning
National Curriculum Objectives	<ul style="list-style-type: none"> • 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. • Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> • Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Children can: <ul style="list-style-type: none"> • a. sing with good diction • b. begin to be able to sing in tune songs with a limited range • c. sing in time to a steady beat • Pupils should be taught to play tuned and untuned instruments musically. • Children can: <ul style="list-style-type: none"> • a. name a variety of instruments • b. perform with a good sense of beat and rhythm • c. perform together in an ensemble • d. change the tempo or dynamics while playing an instrument* 	<ul style="list-style-type: none"> • 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. • Children can: <ul style="list-style-type: none"> • a. sing with good diction • b. sing in tune songs with a limited range • c. sing a song with two or more parts • d. perform with expression • e. use correct technique to play instruments • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. <ul style="list-style-type: none"> • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities.

Year 1 and 2 Composing

	Prior Learning (EYFS)	New Learning (Year1 and 2)	Future Learning
National Curriculum Objectives	<ul style="list-style-type: none"> • Play instruments with increasing control to express feelings and ideas. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Create collaboratively sharing ideas, resources, and skills. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. • Children can: <ul style="list-style-type: none"> • a. compose a simple tune using three or four notes • b. create sound effects for a picture or story, thinking about how music can create a mood • c. write down their compositions using symbols, pictures or patterns 	<ul style="list-style-type: none"> • Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. • Children can: <ul style="list-style-type: none"> • a. compose a tune using eight notes • b. compose music that has a recognisable structure (beginning, middle and end) •

Year 3 and 4 - Listening

	Prior Learning (Year 1 and 2)	New Learning (Year 3 and 4)	Future Learning
National Curriculum Objectives	<ul style="list-style-type: none"> ● Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. ● Children can: ● a. begin to recognise different genres of music ● b. begin to recognise instruments being played in a piece of music ● c. express their opinion about pieces of music 	<ul style="list-style-type: none"> ● Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. ● Children can: ● a. find the beat in a piece of music ● b. the tempo, dynamics and duration of a piece of music ● Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ● Children can: ● a. recognise a range of music genres; recognise instruments being played in a piece of music ● b. express their opinion about pieces of music using appropriate musical vocabulary ● discuss similarities and differences in pieces of music 	<p>Children can:</p> <ul style="list-style-type: none"> ● explain the tempo, dynamics, metre, timbre and duration of a piece of music. ● recognise orchestral instruments and describe their effect in a piece of music. ● Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. . ● recognise a range of music genres (including from around the world) and describe their characteristics. ● name a variety of composers and artists associated with different genres of music. ● recognise instruments being played in a piece of music. ● express their opinion about pieces of music using appropriate musical vocabulary. ● discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Year 3 and 4 Performing

	Prior Learning (Year 1 and 2)	New Learning (Year 3 and 4)	Future Learning
National Curriculum Objectives	<ul style="list-style-type: none"> ● Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Children can: ● sing with good diction ● begin to be able to sing in tune songs with a limited range ● sing in time to a steady beat ● Pupils should be taught to play tuned and untuned instruments musically. ● Children can: ● name a variety of instruments ● perform with a good sense of beat and rhythm ● perform together in an ensemble ● change the tempo or dynamics while playing an instrument* 	<ul style="list-style-type: none"> ● 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. ● Children can: ● sing with good diction. ● sing in tune songs with a limited range. ● sing a song with two or more parts. ● perform with expression. ● use correct technique to play instruments. ● Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. <ul style="list-style-type: none"> • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> ● 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. ● Children can: ● sing with good diction. ● sing in tune. ● sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch. ● perform with accuracy and expression, showing an understanding of the context of the music. ● use correct technique to play instruments with improved confidence and accuracy

Year 3 and 4 Composing

	Prior Learning (Year 1 and 2)	New Learning (Year 3 and 4)	Future Learning
<p>National Curriculum Objectives</p>	<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● compose a simple tune using three or four notes ● create sound effects for a picture or story, thinking about how music can create a mood ● write down their compositions using symbols, pictures or patterns 	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● compose a tune using eight notes. ● compose music that has a recognisable structure (beginning, middle and end) 	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> ● create more complex tunes, thinking about their audience. ● add lyrics to a composition. ● compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics

Year 3 and 4 Notation

	Prior Learning (KS1)	New Learning (Year 3 and 4)	Future Learning
National Curriculum Objectives	<p style="text-align: center;">N/A</p>	<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul style="list-style-type: none"> • a. recognise crotchets, quavers, semibreves and crotchet rests • b. begin to be able to recognise some notes on a treble clef staff 	<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise crotchets, quavers, semibreves, crotchet and quaver rests. • recognise notes on a treble clef staff. • understand that notes are positioned differently on a bass clef. • read, and play from, music notation. • record their own compositions using music notation.

Year 5 and 6 - Listening

	Prior Learning (Year 3 and 4)	New Learning (Year 5 and 6)	Future Learning
National Curriculum Objectives	<ul style="list-style-type: none"> ● Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. ● Children can: <ul style="list-style-type: none"> ● a. find the beat in a piece of music ● b. the tempo, dynamics and duration of a piece of music ● Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ● Children can: <ul style="list-style-type: none"> ● a. recognise a range of music genres; recognise instruments being played in a piece of music ● b. express their opinion about pieces of music using appropriate musical vocabulary ● discuss similarities and differences in pieces of music 	<p>Children can:</p> <ul style="list-style-type: none"> ● explain the tempo, dynamics, metre, timbre and duration of a piece of music. ● recognise orchestral instruments and describe their effect in a piece of music. ● Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. . ● recognise a range of music genres (including from around the world) and describe their characteristics. ● name a variety of composers and artists associated with different genres of music. ● recognise instruments being played in a piece of music. ● express their opinion about pieces of music using appropriate musical vocabulary. ● discuss similarities and differences in pieces of music and explain how composers and performers achieve this. 	

Year 5 and 6 Performing

	Prior Learning (Year 3 and 4)	New Learning (Year 5 and 6)	Future Learning
<p>National Curriculum Objectives</p>	<ul style="list-style-type: none"> • 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. • Children can: • sing with good diction. • sing in tune songs with a limited range. • sing a song with two or more parts. • perform with expression. • use correct technique to play instruments. • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. <ul style="list-style-type: none"> • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> • 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. • Children can: • sing with good diction. • sing in tune. • sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch. • perform with accuracy and expression, showing an understanding of the context of the music. • use correct technique to play instruments with improved confidence and accuracy 	

Year 5 and 6 Composing

	Prior Learning (Year 3 and 4)	New Learning (Year 5 and 6)	Future Learning
National Curriculum Objectives	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> • compose a tune using eight notes. • compose music that has a recognisable structure (beginning, middle and end) 	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> • create more complex tunes, thinking about their audience. • add lyrics to a composition. • compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics 	

Year 5 and 6 Notation

	Prior Learning (Year 3 and 4)	New Learning (Year 5 and 6)	Future Learning
National Curriculum Objectives	<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul style="list-style-type: none">• recognise crotchets, quavers, semibreves and crotchet rests.• begin to be able to recognise some notes on a treble clef staff.	<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul style="list-style-type: none">• recognise crotchets, quavers, semibreves, crotchet and quaver rests.• recognise notes on a treble clef staff.• understand that notes are positioned differently on a bass clef.• read, and play from, music notation.• record their own compositions using music notation.	