



## Tatsfield Primary School Music Curriculum Map (Charanga)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	Nursery Rhymes	My Stories (Charanga)  Nativity Performance	Traditional Early Years songs	Our World (Charanga)	Big Bear Funk (Charanga)	Performing nursery rhymes/songs (linked to fairy tales)
<b>Year 1</b> (Original Scheme)	Hey You!	Rhythm In The Way We Walk and Banana Rap  Nativity Performance	In The Groove	Round and Round	Your imagination	Reflect, Rewind and Replay
<b>Year 2</b> (Original Scheme)	Hands, Feet, Heart	Ho Ho Ho  Nativity Performance	I Wanna Play In A Band	Instrumental focus Recorder World	Instrumental focus Recorder World	Friendship Song
<b>Year 3</b> (Original Scheme)	Let Your Spirit Fly	Glockenspiel Stage 1  Christmas Concert	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
<b>Year 4</b> (Original Scheme)	Mamma Mia	Glockenspiel Stage 2  Christmas Concert	Instrumental focus Tuning Up	Instrumental focus Tuning Up	Lean On Me	Blackbird
<b>Year 5</b> (Original Scheme)	Livin' On A Prayer	Young Voices  Christmas Concert	Make You Feel My Love  Young Voices (performance)	The Fresh Prince of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
<b>Year 6</b> (Original Scheme)	Happy	Young Voices  Christmas Concert	A New Year Carol  Young Voices (performance)	You've Got a Friend	Music and Me	Production



## Tatsfield Primary School

### Music Curriculum Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Appraisal (Listen and respond)</b>	<p>To learn that music and affect their feelings</p> <p>That words of songs can tell stories and create pictures</p> <p>To play copy cat games with songs, words and rhythms</p> <p>To listen to a wide variety of musical styles</p>	<p>Move, dance and respond in any way they can when listening</p> <p>Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p> <p>Talk about any instruments they might hear and perhaps identify them.</p> <p>Recognise some band and orchestral instruments.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics</p> <p>Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>Find and try to keep a steady beat.</p> <p>Invent different actions to move in time with the music.</p> <p>Move, dance and respond with their bodies in any way they can.</p> <p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music.</p> <p>Talk about why they like or don't like the music.</p> <p>Learn how songs can tell a story or describe an idea.</p>	<p>Talk about the style of the music.</p> <p>Share their thoughts and feelings about the music together.</p> <p>Confidently identify and move to the pulse.</p> <p>Talk about what the song or piece of music means.</p> <p>Talk about the style of the music.</p> <p>Use appropriate musical language to describe and discuss the music.</p> <p>Listen carefully and respectfully to other people's thoughts about music.</p>	<p>Talk about the words of songs.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Discuss the structures of songs.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Confidently identify and move to the pulse.</p> <p>Use appropriate musical language to describe the music.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4 metre.</p> <p>Identify instruments by ear and through a range of media and vocal techniques such as scat singing.</p> <p>Identify and move to the pulse with ease.</p> <p>Think about the message of songs.</p> <p>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To identify and move to the pulse with ease.</p> <p>Compare two songs in the same</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Identify 2/4, 3/4, 4/4 metre.</p> <p>Identify instruments by ear and through a range of media and vocal techniques such as scat singing.</p> <p>Identify and move to the pulse with ease.</p> <p>Think about the message of songs.</p> <p>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Talk about the musical dimensions working together in the Unit songs.</p>

						style, talking about what stands out musically in each of them, their similarities and differences. Talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	Talk about the music and how it makes you feel, using musical language to describe the music.
<b>Performing (singing)</b>	To sing a number of nursery rhymes and short songs from memory. To sing with actions	Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitch accuracy. Understand and follow the leader or conductor Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Follow the leader or conductor confidently. Sing with awareness of being 'in tune'.	Sing in unison and in simple two-parts. Demonstrate good singing posture. Sing songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently. Sing with awareness of being 'in tune'.	Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. Sing in unison and in simple two-parts. Rehearse and learn songs from memory and/or with notation. Sing in different time signatures. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Follow a leader when singing. Enjoy exploring singing solo.	Sing in unison and parts, and as part of a smaller group. Sing a second part in a song. Rehearse and learn songs from memory and/or with notation. Sing in different metres. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing, dynamics and articulation. Develop confidence as a soloist. Enjoy exploring singing solo. Follow a leader when singing. Listen to each	Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. Observe rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Demonstrate and maintain good posture and breath control whilst singing. Experience rapping and solo singing. Listen to each other and be aware of how

						other and be aware of how you fit into the group. Sing with awareness of being 'in tune'.	you fit into the group. Sing with awareness of being 'in tune'.
<b>Performing (instruments)</b>	To enjoy moving to music To know that we can move to the pulse of music That a performance is sharing music To experiment with different instruments and their sounds.	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together while keeping in time with a steady beat. Listen to and follow musical instructions from a leader.	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Play the part in time and with the steady pulse. Rehearse and perform their parts within the context of the unit song Play together as a group while keeping in time with a steady beat Treat instruments carefully and with respect. Listen to and follow musical instructions from a leader.	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation. Develop facility in playing tuned percussion or a melodic instrument. Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader.	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation (major and minor). Rehearse and perform their parts within the context of the unit song. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song.	Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation in different tonal centres. Play a part on a tuned instrument, by ear or from notation. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the piece. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session	Rehearse and learn to play one of four differentiated instrumental parts in different tonal centres. Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range. Rehearse and perform. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Lead a rehearsal session.
<b>Improvisation</b>	Explore high and low sounds Play with different pitched notes to make musical patterns	Explore creating personal musical ideas using the given notes for the unit. Understand that improvisation is about making up their own very simple tunes on the	Begin to create personal musical ideas using the given notes. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned	Structure musical ideas to create music that has a beginning, middle and end. When improvising, follow a steady beat and stay 'in time'. Try more notes and rhythms in improvisations,	Explore improvisation within a major scale. Explore improvisation within a major and minor scale. Improvise using a limited range of pitches on the instruments they are	Explore improvisation within a major scale, using flats and sharps. Respond to the beat and creating a satisfying melodic shape. Experiment	Explore improvisation within a major scale, using flats and sharps. Create a varied melodic shape with varied dynamics and articulation.

		<p>spot. Follow a steady beat and stay 'in time'.</p>	<p>percussion, creating a musical conversation. Follow a steady beat and stay 'in time'</p>	<p>including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p>	<p>learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression /groove.</p>	<p>with using a wider range of dynamics. Use melodic jumps that might get higher and lower. Explore more complex rhythm patterns. Include rests or silent beats. Think about creating music with 'phrases'.</p>	<p>Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p>
<b>Composing</b>	<p>Create a musical pattern using one or two notes or a short rhythm</p>	<p>Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody using one, two or three notes. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Continue to understand that composing is like writing a story with music. Perform their simple composition/s using two, three, four or five notes. Start their tune/s on note one and end it on note one. Use simple notation if appropriate. Create a simple melody using crotchets and minims. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Create a simple melody using crotchets, minims. Explore and create graphic scores. Successfully create a melody in keeping with the style of the backing track Start to use simple structures within compositions. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Create a melody including crotchets, quavers, minims and their rests. Use a pentatonic scale. Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Help create at least one simple melody using one, three or all five different notes. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the</p>	<p>Create a melody including crotchets, quavers, semi quavers and minims plus all equivalent rests. Use a pentatonic and a full scale. Include a home note to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that</p>	<p>Create a simple chord progression. Use music software/apps to create and record it, discussing how musical contrasts are achieved. Capture, change and combine sounds. Create music in response to music and video stimuli. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that</p>

					<p>connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
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