



Tatsfield Primary School Music Curriculum Map (Charanga)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (original scheme)	Me!	My stories	Everyone	Our world	Big Bear Funk	Reflect, rewind and replay
Year 1 (model music scheme)	My musical heartbeat	Pulse, rhythm and pitch	Writing music down	Musical structures	Melody and Harmony in Music	Music and Technology
Year 2 (model music scheme)	Pulse, Rhythm and Pitch	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our Big Concert
Year 3 (model music scheme)	Writing music down	Playing in a band	Compose using your imagination	More musical styles	Enjoying improvisation	Opening night
Year 4 (model music scheme)	Musical structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on!
Year 5 (model music scheme)	Melody and harmony in music	Sing and play in different styles	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the bands!
Year 6 (model music scheme)	Music and technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour



Tatsfield Primary School Music Curriculum Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appraisal (Listen and respond)	<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. Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics</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>Talk about the style of the music.</p> <p>Share their thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Invent different actions to move in time with the music.</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>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 2/4, 3/4, and 4/4 metre.</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>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, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form</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, 6/8 and 5/4 metre.</p> <p>Identify the following instruments by ear and through a range of media and vocal techniques such as scat singing.</p>
Performing (singing)	<p>To sing a number of nursery rhymes and short songs from memory</p> <p>To sing with</p>	<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing</p>	<p>Sing as part of a choir. Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Sing with more pitch</p>	<p>Sing as part of a choir and in unison.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Sing with attention to</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.</p> <p>Rehearse and learn</p>	<p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those</p>

	actions That a performance is sharing music	unit songs from memory.	accuracy. Understand and follow the leader or conductor	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.	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'.	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.	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.
Performing (instruments)	To enjoy moving to music To know that we can move to the pulse of music That a performance is sharing music	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.	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. 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	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, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Play the right notes with secure rhythms.	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.	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 learn to play one of four differentiated instrumental parts in different tonal centres. Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range. Rehearse and perform.
Improvisation	Explore high and low sounds Play with different pitched notes	Explore improvisation within a major and minor scale Explore creating personal musical ideas	Explore improvisation within a major scale, using the notes Begin to create personal musical ideas using the given	Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.	Explore improvisation within a major scale, using sharps. Explore improvisation within a major scale,	Explore improvisation within a major and minor scale, Respond to the	Explore improvisation within a major scale, using flats. Create a varied

	to make musical patterns	using the given notes for the unit. Understand that improvisation is about making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'.	notes. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	When improvising, follow a steady beat and stay 'in time'. Try more notes and rhythms in improvisations, 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.	using more notes. Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression /groove.	beat and creating a satisfying melodic shape. Experiment 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'.	melodic shape with varied dynamics and articulation. Challenge themselves to play for longer periods, both as soloists and in response to others in a group.
Composing	Create a pattern using one or two notes or a short rhythm Add a two note melody to the rhythm of words	Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate:	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.	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. Use simple dynamics. Create a tempo instruction	Create a melody including quavers 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.	Create a melody including semibreves and semiquavers, 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.	Create a simple chord progression. Compose a ternary (ABA form) piece. 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.