



As musicians we strive to develop:

- A rapidly widening repertoire which we use to create original, imaginative, fluent and distinctive composing and performance work
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise
- Very good awareness and appreciation of different musical traditions and genres
- An excellent understanding of how musical provenance— the historical, social and cultural origins of music— contributes to the diversity of musical styles
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately
- A passion for and commitment to a diverse range of musical activities

Grade Ruan MUSIC CURRICULUM MAP

Due to the changing structure of the classes and the fact that three of our classes bridge Key Stages, our long term planning is designed to ensure every child receives complete coverage of our broad and challenging curriculum throughout their learning journey.

Rose		Tamarisk		Socoa		
Key Concepts: Composing, Listening and appraising, appreciation and performance						
R	Y1	Y2	Y3	Y4	Y5	Y6
<u>Charanga - Me!</u>	<u>Charanga - Hey You!</u>	<u>Charanga - Hands, Feet, Heart</u>	<u>Charanga - Let your spirit fly</u>	<u>Charanga - Mamma Mia</u>	<u>Charanga - Livin on a prayer</u>	<u>Charanga - Happy</u>
<u>Charanga - My Stories</u>	<u>Charanga - Rhythm in the way we walk and banana rap</u>	<u>Charanga - Ho ho ho</u>	<u>Charanga - glockenspiel stage 1 or boomwhackers</u>	<u>Charanga - glockenspiel stage 2 or boomwhackers</u>	<u>Charanga - Classroom jazz 1</u>	<u>Charanga - Classroom jazz 2</u>
<u>Charanga - Everyone</u>		<u>Charanga - I wanna play in a band</u>	<u>Charanga - Three Little Birds</u>	<u>Charanga - Stop!</u>	<u>Charanga - Make you feel my love</u>	<u>Charanga - A New Year Carol</u>
<u>Charanga - Our World</u>	<u>Charanga - Round and round</u>		<u>Charanga - The Dragon Song</u>	<u>Charanga - Lean on me</u>	<u>Charanga - The Fresh Prince of Bel Air</u>	<u>Charanga - You've got a friend</u>
<u>Charanga - Big Bear Funk</u>	<u>Charanga - Your imagination</u>	<u>Charanga - Friendship song</u>	<u>Charanga - bringing us together</u>	<u>Charanga - Blackbird</u>	<u>Charanga - Dancing on the Street</u>	<u>Charanga - Music and Me</u>
<u>Charanga - Reflect, rewind and Reply</u>	<u>Charanga - reflect, rewind and replay</u>	<u>Charanga - reflect, rewind and replay</u>	<u>Charanga - reflect, rewind and replay</u>	<u>Charanga - reflect, rewind and replay</u>	<u>Charanga - reflect, rewind and replay</u>	<u>Charanga - reflect, rewind and replay Leaver's Play</u>

Our understanding of the history of music is covered through appraisal of music linked to our history topics, and exposing children to different types of music throughout the school day, which we listen to, appraise and discuss.

Throughout, children explore the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



GRADE RUAN MUSIC SKILLS PROGRESSION MAP

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>22-36 Months</p> <ul style="list-style-type: none"> Expresses self through physical action and sound. Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sounds. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. 	<ul style="list-style-type: none"> Sing or play from memory with confidence Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument). Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords.

<p>30-50Months</p> <ul style="list-style-type: none"> • Creates movement in response to music. • Sings to self and makes up simple songs. • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. <p>40-60 Months</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. <p>By the end of reception children should represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • . 	<ul style="list-style-type: none"> • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> ○ pitch ○ dynamics ○ tempo ○ timbre ○ texture ○ lyrics and melody ○ sense of occasion ○ expressive ○ solo ○ rounds ○ harmonies ○ accompaniments ○ drones ○ cyclic patterns ○ combination of musical elements ○ cultural context • Describe how lyrics often reflect the cultural context of music and have social meaning.
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