



Cawston Church of England Primary Academy Music Curriculum and LTP 2022-23



Inhouse Music Events
 Visiting Musicians
 External Musical Events

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
Year R & 1	<p>Charanga Original Scheme Me! Listen and Respond to a different style of music each week/step Explore and Create initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform</p>	<p>Nativity Play Song rehearsal Listening Singing Performing</p>	<p>Charanga Original Scheme My Stories Listen and Respond to a different style of music each week/step Explore and Create using voices and classroom instruments Singing - nursery rhymes and action songs - building to singing and playing Share and Perform</p>	<p>Charanga Original Scheme Everyone Listen and Respond to a different style of music each week Explore and Create initially using voices only but building to using classroom instruments too Sing and play - nursery rhymes and action songs - building to singing and playing Share and Perform</p>	<p>Charanga Original Scheme Our World Listen and Respond to a different style of music each week/step Explore and Create - using voices and classroom instruments Sing and Play - nursery rhymes and action songs Share and Perform</p>	<p>Charanga Original Scheme Big Bear Funk Listen and Appraise a different piece of Funk music each week/step Explore and Create using voices and classroom instruments Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs Share and Perform</p>
	<p>EYFS Performing Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they experiment with creating sounds with different instruments? Greater Depth Can they perform a rhythm?</p>		<p>EYFS Composing Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they represent sounds pictorially? Can they begin to sequence sounds to create a rhythm or beat? Greater Depth Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)</p>		<p>EYFS Appraising Can they say if they like or dislike a piece of music? Can they identify and distinguish environmental sounds? Can they begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow) Can they begin to express how music makes them feel? Greater Depth Can they identify reasons why they like some music more than others?</p>	

	<p>Y1 Performing Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they use instruments to perform a simple piece? Can they respond to musical indications about when to play or sing? Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? Greater Depth Can they perform a rhythm to a steady pulse?</p>	<p>Y1 Composing Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they identify changes in sounds? Can they tell the difference between long and short sounds? Can they repeat (short rhythmic and melodic) patterns? Can they represent sounds pictorially? Can they make a sequence of sounds for a purpose? Greater Depth Can they give a reason for choosing an instrument?</p>	<p>Y1 Appraising Can they form an opinion to express how they feel about a piece of music? Can they identify what different sounds could represent and give a reason why? Can they recognise repeated patterns? Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? Can they hear the pulse in a piece music? Can they tell the difference between loud and quiet sounds? Can they describe how sounds are made and changed? Can they respond to different moods in music and say how a piece of music makes them feel? Greater Depth Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc)?</p>
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	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
<p>Year 1 & 2 *** Introducing the model music curriculum ***</p>	<p>Charanga Model Music Curriculum Introducing Beat Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p>Nativity Play Song rehearsal Listening Singing Performing</p>	<p>Charanga Model Music Curriculum Adding Rhythm & Pitch Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p>Charanga Model Music Curriculum Introducing Tempo & Dynamics Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p>Charanga Model Music Curriculum Combining Pulse, Rhythm and Pitch Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>	<p>Charanga Model Music Curriculum Having fun with improvisation Activity 1: Musicianship Options Activity 2: Listening Activity 3: Singing Activity 4: Playing Activity 5: Composing and Improvising Activity 6: Performing</p>

	<p>Y1 Performing Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they use instruments to perform a simple piece? Can they respond to musical indications about when to play or sing? Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? Greater Depth Can they perform a rhythm to a steady pulse?</p>	<p>Y1 Composing Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they identify changes in sounds? Can they tell the difference between long and short sounds? Can they repeat (short rhythmic and melodic) patterns? Can they represent sounds pictorially? Can they make a sequence of sounds for a purpose? Greater Depth Can they give a reason for choosing an instrument?</p>	<p>Y1 Appraising Can they form an opinion to express how they feel about a piece of music? Can they identify what different sounds could represent and give a reason why? Can they recognise repeated patterns? Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? Can they hear the pulse in a piece music? Can they tell the difference between loud and quiet sounds? Can they describe how sounds are made and changed? Can they respond to different moods in music and say how a piece of music makes them feel? Greater Depth Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc)?</p>
	<p>Y2 Performing Can they understand the importance of a warm up? Can they follow the melody using their voice or an instrument? Can they sing songs as an ensemble following the tune (melody) well? Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Do they have control when playing instruments? Can they perform musical patterns keeping a steady pulse? Greater Depth: Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</p>	<p>Y2 Composing Can they order sounds to create a beginning, middle and end? Can they represent sounds pictorially with increasing relevance? Can they choose sounds to achieve an effect (including use of technology)? Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? Can they create short, rhythmic patterns – sequences of long and short sounds? Are they selective in the control used on an instrument in order to create an intended effect? Can they create their own symbols to represent sounds? Can they choose sounds to create an effect on the listener? Greater Depth: Can they use simple structures (e.g. repetition and order) in a piece of music? • Do they know that phrases are where we breathe in a song?</p>	<p>Y2 Appraising Can they identify particular features when listening to music? Can they begin to associate sounds they hear with instruments? Can they independently identify the pulse in a piece of music and tap along? Can they listen carefully to recall short rhythmic patterns? Can they begin to recognise changes in timbre, dynamics and pitch? Are they able to recognise and name different instruments by sight? Can they evaluate and improve their own work and give reasons? Greater Depth: Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p>

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Year 3	Charanga Original Scheme The Dragon Song Listen & Appraise Musical Activities: <i>sing song, play instruments, improvise, compose,</i> Perform	Charanga Original Scheme Glockenspiel 1 Listen & Appraise Musical Activities: <i>sing song, play instruments, improvise, compose, Perform</i>	Charanga Original Scheme Three Little Birds (Popular Latin Music/reggae/Salsa) Listen & Appraise Musical Activities: <i>sing song, play instruments, improvise, compose,</i> Perform	Samba Listening Musicianship Playing Composing and Improvising Performing	BBC Ten Pieces Benjamin Britten Storm Play and perform in ensemble contexts, using voices and playing musical instruments Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory.	BBC KS2 Music Song & Drama <i>perform to a playscript</i> Heroes of Troy
	Y3 Performing Do they sing songs from memory with increasing expression, accuracy and fluency? Do they maintain a simple part within an ensemble? Do they modulate and control their voice when singing and pronounce the words clearly? Can they play notes on tuned and untuned instruments with increasing clarity and accuracy? Can they improvise (including call and response) within a group using the voice? Can they collaborate to create a piece of music? Greater Depth Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?		Y3 Composing Can they create repeated patterns using a range instruments? Can they create accompaniments for melodies? Can they combine different sounds to create a specific mood or feeling? Do they understand how the use of tempo can provide contrast within a piece of music? Can they begin to read and write musical notation? Can they effectively choose, order, combine and control sounds to create different textures? Can they use silent beats for effect (rests)? Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition? Greater Depth Can they compose a simple piece of music that they can recall to use again? Do they understand metre in 4 beats; then 3 beats?		Y3 Appraising Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? Can they evaluate and improve their work, explaining how it has improved using a success criterion? Can they recognise the work of at least one famous composer? Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? Are they able to recognise a range of instruments by ear? Can they internalise the pulse in a piece of music? Can they recognise the symbol for crotchet and crotchet rests? Do they know that high on the staff means a higher pitch? Can they identify the features within a piece of music? Greater Depth Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?	

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Year 4	<p align="center">Norfolk Music Hub Ukuleles Whole Class Teaching Weekly, commencing Thu 19 Sep after break for 1 hour.</p>		<p>Charanga Original Scheme Three Little Birds (Popular Latin Music/reggae/Salsa) Listen & Appraise Musical Activities: <i>sing song, play instruments, improvise, compose,</i> Perform</p>	<p>BBC Ten Pieces Delia Derbyshire Doctor Who Listen and reflect on a piece of orchestral music Create their own piece of music using instruments, voice and technology Perform as an ensemble Learn musical language appropriate to the task</p>	<p>BBC Ten Pieces Benjamin Britten Storm Play and perform in ensemble contexts, using voices and playing musical instruments Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p align="center">Samba</p> <p>Listening Musicianship Playing Composing and Improvising Performing</p>
	<p align="center">Y4 Performing</p> <p>Can they perform a simple part of an ensemble rhythmically? Can they sing songs from memory with increasing expression, accuracy and fluency? Can they improvise using repeated patterns with increasing accuracy and fluency? Greater Depth Can they use selected pitches simultaneously to produce simple harmony?</p>		<p align="center">Y4 Composing</p> <p>Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use notation in a performance? Greater Depth Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?</p>		<p align="center">Y4 Appraising</p> <p>Can they explain why silence is used in a piece of music and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc)? Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition? Greater Depth Can they identify how a change in timbre can change the effect of a piece of music?</p>	

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Year 5	Charanga Original Scheme The Dragon Song Listen & Appraise Musical Activities: <i>sing song, play instruments, improvise, compose, Perform</i>	O2 Young Voices Song rehearsal Tues 24 th January Listening Singing Performing		BBC Ten Pieces Delia Derbyshire Doctor Who Listen and reflect on a piece of orchestral music Create their own piece of music using instruments, voice and technology Perform as an ensemble Learn musical language appropriate to the task	Connecting Cultures World Choir (Yr5 only) 2 x live streamed singing classes. 4 x songs learnt from 4 x different countries. Performing as an audience at the Theatre Royal, Norwich Wed 24 th May'23	Charanga Original Scheme Living on a Prayer Listen & Appraise Musical Activities: <i>sing song, play instruments, improvise, compose, Perform</i>
	Y5 Performing Can they sing and use their understanding of meaning to add expression? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they maintain their part whilst others are performing their part? Greater Depth Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?		Y5 Composing Can they use technology to change sounds or organise them differently to change the effect? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music? Can they use technology to compose music which meets a specific criterion? Greater Depth Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?		Y5 Appraisal Can they describe, compare and evaluate music using musical vocabulary? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they identify and begin to evaluate the features within different pieces of music? Can they contrast the work of established composers and show preferences? Greater Depth Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?	

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Year 6	<p>Charanga Instrumental Unit WW1 Songs</p>	<p>O2 Young Voices Song rehearsal Listening Singing Performing</p>		<p>Charanga Instrumental Unit</p>	<p>BBC Ten Pieces Modest Mussorgsky A night on the bare mountain</p>	<p>Year 6 Musical/Play Listening Singing Performing</p>
	<p>Y6 Performing Can they sing a harmony part confidently and accurately? Can they perform using notations? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support? Can they perform parts from memory? Greater Depth Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p>		<p>Y6 Composing Do they recognise that different forms of notation serve different purposes? Can they use technology to support their notation? Can they combine groups of beats? Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) Greater Depth Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</p>		<p>Y6 Appraisal Can they refine and improve their work? Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? Can they compare and contrast the impact that different composers from different times will have had on the people of the time? Can they analyse features within different pieces of music? Greater Depth Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>	