



## Music Curriculum

### Progression Documents

By the end of Key Stage 1		
<b>Listen and Appraise</b>	I can start to recognise very simple styles of music. (L1 A)	I can recognise and identify simple styles of music. (L1 B)
	I can identify different sounds in the music. E.g. instrument families – wind, string, percussion, brass. (L2 A)	I can start to identify instruments in the music. E.g. drums, cymbal... (L2 B)
	I can find the pulse of a piece of music by marching, clapping and tapping knees. (L3 A)	I can use body percussion to find the pulse of the music. (L3 B)
	I can talk about the pulse, rhythm and pitch of a piece of music. (L4 A)	I can use musical language to describe the music I am listening to. (pulse, rhythm, pitch, dynamics, tempo) (L4 B)
	I can share my opinion about a piece of music. (L5 A)	I can share my opinion and give reasons for my opinion. (L5 B)
<b>Inter-related Dimensions</b>	I can begin to demonstrate how the pulse and rhythm work together. (IRD 1 A)	I can identify the pulse, rhythm and pitch of a piece of music. (IRD 1 B)
	I can clap the rhythm of my name. (IRD 2 A)	I can clap the rhythm of words. (IRD 2 B)
	I can show an understanding of how pitch, pulse and rhythm are used in a piece of music. (IRD 3 A)	I can create my own rhythm when asked. (IRD 3 B)
		I can show an understanding of how dynamics, tempo and pitch work together in a piece of music. (IRD 4 B)
<b>Using Voices</b>	I can work together as part of a group. (V1 A)	I can sing as part of a group. (V1 B)
	I can begin to sing alone. (V2 A)	I can sing alone. (V2 B)
	I can warm up my voice. (V3 A)	I can warm up my voice. (V3 B)
	I can sit up/ stand up straight when I sing. (V4 A)	I can sing with a good sense of the pulse. (V4 B)
		I can sing in time with a group. (start and stop at the correct time) (V5 B)
		I can begin to think about the words in a song and how they work in the piece of music. (V6 B)



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Playing Instruments	I can begin to play a classroom instrument. (PI1 A)	I can continue to learn to play together in a group/ensemble. (PI1 B)
	I can join in and stop at the right times. (PI2 A)	I can confidently join and stop at appropriate times. (PI2 B)
	I can respond to simple musical cues (starting/stopping). (PI3 A)	I can confidently follow a leader/conductor. (PI3 B)
	I can begin to follow a leader/conductor. (PI4 A)	I can play different parts, according to my ability. (PI4 B)
	I can look after my instrument. (PI5 A)	I can continue to play my instrument correctly. (PI5 B)
	I can begin to play different notes. (PI6 A)	I can treat my instrument with respect. (PI6 B)
Improvisation	I can explore and create very simple sounds with my voice or an instrument. (I1 A)	I can explore and create simple sounds with my voice or an instrument. (I1 B)
	I can make my own tune/rhythm using 1 note. (I2 A)	I can improvise my own tune/rhythm using up to 2 notes. (I2 B)
	I can improvise a very simple pattern. (I3 A)	I can improvise a simple pattern using an instrument or my voice. (I3 B)
	I can create my own simple rhythmic pattern. (I4 A)	I can create my own simple rhythmic pattern with confidence. (I4 B)
	I can perform my own rhythms and melodies. (I5 A)	I can perform my own rhythms and melodies. (I5 B)
		I can improvise my own tune/rhythm using up to 2 notes. (I6 B)
Composition		I can improvise a simple pattern using an instrument or my voice. (I7 B)
	I can create a very simple melody in a group. (C1 A)	I can create my own simple melodies (usually within a group) (C1 B)
	I can make my own composition using 1 or 2 notes. (C2 A)	I can make my own composition using 1, 2 or 3 notes. (C2 B)
	I can record the composition in any way appropriate. (notated/ graphic/pictorial/video) (C3 A)	I can understand the difference between composition and improvisation. (C3 B)
	I can demonstrate an understanding of using pitch and dynamics. (C4 A)	I can record the composition in any way appropriate. (notated/graphic/ pictorial/video) (C4 B)
		I can demonstrate an understanding of using pitch, dynamics and tempo. (C5 B)
	I can explore and create simple sounds with my voice or an instrument. (C6 B)	



## Music Curriculum

### Implementation

Cycle A – KS1			
	<u>Charanga Units:</u> Rhythm in the Way we Walk Nativity Rehearsal	<u>Charanga Units:</u> Hey You! Friendship Song!	<u>Charanga Units:</u> Zoo Time Reflect, Rewind, Replay
Curriculum Progression Code - Focus for Unit	<u>Rhythm in the Way we Walk</u> LA1-5A V1-4A  <u>Nativity Rehearsal</u> V1-4A	<u>Hey You!</u> IRD1-3A PI1-6A C1-4A  <u>Friendship Song!</u> V1– 6B I1- 7B	<u>Zoo Time</u> IRD1- 4B I1- 7B C1 -6 B  <u>Reflect, Rewind, Replay</u> LA1– 5B IRD1- 4B
Significant Composers	Gustav Holt, Mike Oldfield, Pharrell Williams, The Beatles	De La Soul, Will Smith, The Sugarhill Ganga, MC Hammer, Run DMC  Bruno Mars, Gladys Knight, Stevie Wonder, Dionne Warwick, Elton John, Randy Newman	UB40, ASWAD, Donald Fagen, Marcia Griffiths, Jimmy Cliff  Edward Grieg, JS Bach, Bela Bartok, Ralph Vaughan Williams, Pytor Tchaikovsky



## Music Curriculum

Cycle B – KS1			
	<u>Charanga Units:</u> In the Groove Nativity Rehearsal	<u>Charanga Units:</u> Round and Round Hands, feet, Heart	<u>Charanga Units:</u> I Wanna Play in a Band Reflect, Rewind, replay
Curriculum Progression Code - Focus for Unit	<u>In the Groove</u> LA1-5A IRD1-3A  <u>Nativity Rehearsal</u> V1-4A	<u>Round and Round</u> IRD1-3A I1-5A  <u>Hands, feet, Heart</u> IRD1- 4B I1- 7B C1-4A	<u>I Wanna Play in a Band</u> PI1- 6B C1- 6 B  <u>Reflect, Rewind, replay</u> LA1– 5B IRD1- 4B
Significant Composers	B.B. King, Handel, Ricky Martin, J.R. Rahman, Ronan Hardiman, James Brown	Ricky Martin, John Williams, Michael Buble, Gramophonedzie, Santana  Miriam Makeba, Soweto Gospel Choir, Hugh Masekela, Paul Simon, Arthur Mafokate	Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles  Frederick Delius, Igor Stravinsky, Sergei Prokofiev, Giuseppe Verdi, Maurice Ravel, John Tavener



## Music Curriculum

### Intended Impact

KS1 - Cycle A			
	<u>Charanga Units:</u> Rhythm in the Way we Walk Nativity Rehearsal	<u>Charanga Units:</u> Hey You! Friendship Song!	<u>Charanga Units:</u> Zoo Time Reflect, Rewind, Replay
Vocabulary introduced/embedded	<p>Reggae, Hip-Hop</p> <p>Pulse, beat, rhythm, pitch, melody</p> <p>Perform, singers, audience</p> <p>Listen, talk, share, imagine, opinion</p> <p>Copy, call and respond, sing, pattern</p>	<p>Old School Hip-hop, Pop</p> <p>Pulse, beat, rhythm, pitch, melody</p> <p>Bass guitar, electric guitar, drums, perform, singers, keyboard, percussion, saxophones, piano, audience, glockenspiel, percussion</p> <p>Copy, call and respond, clap back, play, sing, pattern, make, experiment, improvise, rhythm, compose, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor</p>	<p>Reggae, Classical</p> <p>Pulse, beat, rhythm, pitch, melody, dynamics, tempo</p> <p>Keyboard, piano, drums, bass, electric guitar, saxophone, trumpet, audience, glockenspiel, instrument families—wind, strings, percussion, brass, orchestra, strings, violin, cello, harp</p> <p>Listen, talk, share, imagine, opinion, instruments, styles, copy, call and respond, clap back, question and answer, clap, play, sing, pattern, make, experiment, improvise, rhythm, melodies, compose, notation, graphic, pictorial, video, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble</p>



## Music Curriculum

KS1 – Cycle A			
	<u>Charanga Units:</u> Rhythm in the Way we Walk Nativity Rehearsal	<u>Charanga Units:</u> Hey You! Friendship Song!	<u>Charanga Units:</u> Zoo Time Reflect, Rewind, Replay
I know that/how to...	<p style="text-align: center;"><u>Rhythm in the Way we Walk</u></p> <ul style="list-style-type: none"> <li>*I know how to begin to recognise simple styles of music, such as Reggae and Hip-hop.</li> <li>*I know that different instruments make different sounds.</li> <li>*I know that the pulse of the music means a regular, steady beat (like a heart beat).</li> <li>*I know that the rhythm is the pattern of short and long sounds.</li> <li>*I know that the pitch is high and low sounds.</li> <li>*I know how to share my thoughts/opinion about a piece of music.</li> <li>*I know how to work together as part of a group.</li> <li>*I know how to begin to sing alone (solo).</li> <li>*I know how to use simple techniques to warm up my voice.</li> <li>*I know how to adopt an appropriate posture/sit/stand tall while singing.</li> <li>*I know how to explore and create simple sounds using my voice.</li> </ul>	<p style="text-align: center;"><u>Hey You!</u></p> <ul style="list-style-type: none"> <li>*I know how to recognise simple styles of music, such as Hip-hop and pop.</li> <li>*I know that the pulse of the music means a regular, steady beat (like a heart beat).</li> <li>*I know that the rhythm is the pattern of short and long sounds.</li> <li>*I know that the pitch is high and low sounds.</li> <li>*I know how rhythm and pulse work together.</li> <li>*I know how to clap a simple rhythmic pattern.</li> <li>*I know how to how to look after a classroom instrument including careful holding and storing of it.</li> <li>*I know how to begin to play a classroom instrument (eg glockenspiel).</li> <li>*I know how to create different notes on an instrument.</li> <li>*I know how to follow instructions carefully—starting and stopping at the right time.</li> <li>*I know how to work in a group to create a simple melody.</li> <li>*I know how to use 1 or 2 notes to create a simple composition.</li> </ul>	<p style="text-align: center;"><u>Zoo Time</u></p> <ul style="list-style-type: none"> <li>*I know how to recognise different styles of music including Reggae and Classical.</li> <li>*I know how to recognise an increasing amount of instruments by sight and sound.</li> <li>*I know how to use my body to identify and respond to the pulse of the music.</li> <li>*I know that the pulse of the music means a regular, steady beat (like a heart beat).</li> <li>*I know that the rhythm is the pattern of short and long sounds.</li> <li>*I know that the pitch is high and low sounds.</li> <li>*I know that the tempo is how fast or slow the music goes.</li> <li>*I know that the dynamics are how loud or soft the music is played/sung.</li> <li>*I know how to identify the pulse, rhythm and pitch of a piece of music and show an understanding of how they work together in a piece of music.</li> <li>*I know how to clap the rhythm of words and make up my own rhythms.</li> </ul>



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	<p style="text-align: center;"><u>Nativity Rehearsal</u></p> <ul style="list-style-type: none"> <li>* I know how to work together as part of a group.</li> <li>*I know how to begin to sing alone (solo).</li> <li>*I know how to use simple techniques to warm up my voice.</li> <li>*I know how to adopt an appropriate posture/sit/stand tall while singing.</li> </ul>	<p style="text-align: center;"><u>Friendship Song!</u></p> <ul style="list-style-type: none"> <li>*I know how to record my composition in simple ways so it can be re-played.</li> <li>*I know how to recognise simple styles of music, such as pop.</li> <li>*I know how to sing alone (solo) or as part of a group.</li> <li>*I know how to warm up my voice well using a number of techniques.</li> <li>*I know how to sing with a strong sense of the pulse and stay in time.</li> <li>*I know how to show awareness of others when singing in a group and sing in time.</li> <li>*I know how the words in a song carry meaning and work within the timing of a piece of music.</li> <li>*I know how to create simple sounds with my voice or instrument.</li> <li>*I know how to improvise my own tune or rhythm using up to 2 notes.</li> <li>*I know how to show confidence in making up and performing simple rhythmic patterns or melodies, using my voice or an instrument.</li> <li>*I know how to create my own melodies, often within a group.</li> <li>*I know how to use up to 3 notes to create a simple composition.</li> <li>*I know that improvisation is ‘making it up on the spot’ while a composition is written or recorded to be played again.</li> </ul>	<ul style="list-style-type: none"> <li>*I know how to create simple sounds with my voice or instrument.</li> <li>*I know how to improvise my own tune or rhythm using up to 2 notes.</li> <li>*I know how to show confidence in making up and performing simple rhythmic patterns or melodies, using my voice or an instrument.</li> <li>*I know how to create my own melodies, often within a group.</li> <li>*I know how to use up to 3 notes to create a simple composition.</li> <li>*I know that improvisation is ‘making it up on the spot’ while a composition is written or recorded to be played again.</li> <li>*I know how to record a composition in a number of ways including a graphic score, pictures or videos.</li> <li>*I know how pitch, dynamics and tempo work together to create effect in a composition.</li> <li>*I know how to explore my instrument or voice to create different sounds.</li> </ul> <p style="text-align: center;"><u>Reflect, Rewind, Replay</u></p> <ul style="list-style-type: none"> <li>*I know how to recognise different styles of music including Reggae and Classical.</li> <li>*I know how to recognise an increasing amount of instruments by sight and sound.</li> </ul>
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			<ul style="list-style-type: none"><li>*I know how to use my body to identify and respond to the pulse of the music.</li><li>*I know that the pulse of the music means a regular, steady beat (like a heart beat).</li><li>*I know that the rhythm is the pattern of short and long sounds.</li><li>*I know that the pitch is high and low sounds.</li><li>*I know that the tempo is how fast or slow the music goes.</li><li>*I know that the dynamics are how loud or soft the music is played/ sung.</li><li>*I know how to identify the pulse, rhythm and pitch of a piece of music and show an understanding of how they work together in a piece of music.</li><li>*I know how to clap the rhythm of words and make up my own rhythms.</li><li>*I know how to give reasons to explain my thoughts and feelings about a piece of music.</li></ul>
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Music Curriculum

KS1 - Cycle B			
	<u>Charanga Units:</u> In the Groove Nativity Rehearsal	<u>Charanga Units:</u> Round and Round Hands, feet, Heart	<u>Charanga Units:</u> I Wanna Play in a Band Reflect, Rewind, replay
Vocabulary introduced/embedded	<p>Blues, Baroque, Latin, Bhangra, Funk, Folk.</p> <p>Pulse, beat, rhythm, pitch, melody.</p> <p>Bass guitar, electric guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, piano, audience.</p> <p>Listen, talk, share, imagine, opinion.</p> <p>Copy, call and respond, play, sing, pattern.</p>	<p>Bossa Nova, Afropop, South, African, South African music.</p> <p>Pulse, beat, rhythm, pitch, melody.</p> <p>Perform, singers, glockenspiel, percussion.</p> <p>Copy, call and respond, clap back, play, sing, pattern, make, experiment, improvise, rhythm, compose, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor.</p>	<p>Rock, Classical.</p> <p>Pulse, beat, rhythm, pitch, melody, dynamics, Tempo.</p> <p>Keyboard, piano, drums, bass, electric guitar, saxophone, trumpet, audience, glockenspiel, instrument families—wind, strings, percussion, brass, orchestra, strings, violin, cello, harp.</p> <p>Listen, talk, share, imagine, opinion, instruments, styles, copy, call and respond, clap back, question and answer, clap, play, sing, pattern, make, experiment, improvise, rhythm, melodies, compose, notation, graphic, pictorial, video, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor.</p>



## Music Curriculum

KS1 – Cycle B			
	<u>Charanga Units:</u> In the Groove Nativity Rehearsal	<u>Charanga Units:</u> Round and Round Hands, feet, Heart	<u>Charanga Units:</u> I Wanna Play in a Band Reflect, Rewind, replay
I know that/how to...	<p style="text-align: center;"><u>In the Groove</u></p> <ul style="list-style-type: none"> <li>*I know how to begin to recognise simple styles of music, such as Blues, Baroque, Latin, Bhangra, Funk, Folk.</li> <li>*I know that different instruments make different sounds.</li> <li>*I know that the pulse of the music means a regular, steady beat (like a heart beat).</li> <li>*I know that the rhythm is the pattern of short and long sounds.</li> <li>*I know how that the pitch is high and low sounds.</li> <li>*I know how to share my thoughts/opinion about a piece of music.</li> <li>*I know how to clap a simple rhythmic pattern.</li> <li>*I know how to work together as part of a group.</li> <li>*I know how to begin to sing alone (solo).</li> <li>*I know how to use simple techniques to warm up my voice.</li> <li>*I know how to adopt an appropriate posture/sit/stand tall while singing.</li> </ul>	<p style="text-align: center;"><u>Round and Round</u></p> <ul style="list-style-type: none"> <li>*I know how to recognise simple styles of music, such as hip-hop and pop.</li> <li>*I know that different instruments make different sounds and will begin to recognise them by sight and sound.</li> <li>*I know that the pulse of the music means a regular, steady beat (like a heart beat).</li> <li>*I know that the rhythm is the pattern of short and long sounds.</li> <li>*I know that the pitch is high and low sounds.</li> <li>*I know how rhythm and pulse work together.</li> <li>*I know how to clap a simple rhythmic pattern.</li> <li>*I know how to explore and create simple sounds using my voice.</li> <li>*I know how to create a simple rhythm with my voice using the same note.</li> <li>*I know how to create a simple rhythmic pattern using my body.</li> <li>*I know how to create a simple rhythmic pattern using an instrument, on 1 note.</li> <li>*I know that improvisation means to ‘make it up on the spot.’</li> </ul>	<p style="text-align: center;"><u>I Wanna Play in a Band</u></p> <ul style="list-style-type: none"> <li>*I know how to recognise different styles of music including Reggae and Classical.</li> <li>*I know how to recognise an increasing amount of instruments by sight and sound.</li> <li>*I know how to use my body to identify and respond to the pulse of the music.</li> <li>*I know that the pulse of the music means a regular, steady beat (like a heart beat).</li> <li>*I know that the rhythm is the pattern of short and long sounds.</li> <li>*I know that the pitch is high and low sounds.</li> <li>*I know that the tempo is how fast or slow the music goes.</li> <li>*I know that the dynamics are how loud or soft the music is played/sung.</li> <li>*I know how to identify the pulse, rhythm and pitch of a piece of music and show an understanding of how they work together in a piece of music.</li> <li>*I know how to clap the rhythm of words and make up my own rhythms.</li> </ul>



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	<p style="text-align: center;"><u>Nativity Rehearsal</u></p> <ul style="list-style-type: none"><li>*I know how to work together as part of a group.</li><li>*I know how to begin to sing alone (solo).</li><li>*I know how to use simple techniques to warm up my voice.</li><li>*I know how to adopt an appropriate posture/sit/stand tall while singing.</li></ul>	<p style="text-align: center;"><u>Hands, feet, Heart</u></p> <ul style="list-style-type: none"><li>*I know how to recognise simple styles of music, such as pop.</li><li>*I know how to sing alone (solo) or as part of a group.</li><li>*I know how to warm up my voice well using a number of techniques.</li><li>*I know how to sing with a strong sense of the pulse and stay in time.</li><li>*I know how to show awareness of others when singing in a group and sing in time.</li><li>*I know how the words in a song carry meaning and work within the timing of a piece of music.</li><li>*I know how to explore and create simple sounds using my voice.</li><li>*I know how to create a simple rhythm with my voice using the same note.</li><li>*I know how to create a simple rhythmic pattern using my body.</li><li>*I know how to create a simple rhythmic pattern using an instrument, on 1 note.</li><li>*I know that improvisation means to 'make it up on the spot.'</li></ul>	<ul style="list-style-type: none"><li>*I know how to create simple sounds with my voice or instrument.</li><li>*I know how to improvise my own tune or rhythm using up to 2 notes.</li><li>*I know how to show confidence in making up and performing simple rhythmic patterns or melodies, using my voice or an instrument.</li><li>*I know how to create my own melodies, often within a group.</li><li>*I know how to use up to 3 notes to create a simple composition.</li><li>*I know that improvisation is 'making it up on the spot' while a composition is written or recorded to be played again.</li><li>*I know how to record a composition in a number of ways including a graphic score, pictures or videos.</li><li>*I know how pitch, dynamics and tempo work together to create effect in a composition.</li><li>*I know how to explore my instrument or voice to create different sounds.</li></ul> <p style="text-align: center;"><u>Reflect, Rewind, replay</u></p> <ul style="list-style-type: none"><li>*I know how to recognise different styles of music including Classical.</li><li>*I know how to recognise an increasing amount of instruments by sight and sound.</li><li>*I know how to use my body to identify and respond to the pulse of the music.</li></ul>
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