



Crawley Down Village C of E School

Music curriculum progression document

Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26



Intent

At Crawley Down Village C of E School, we believe that Music plays an integral role in inspiring creativity, self-expression and helping children to feel part of a community. Therefore, we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through collective worship and year group performances, children are given opportunities to showcase their talent and their understanding of performing with awareness of others. We hope to foster a life long love of music by exposing children to diverse musical experiences and igniting a passion for music. We aim to provide a broad and balanced curriculum, sequenced in order to ensure the progressive development of musical concepts, knowledge and skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Once Upon a Time – Wonderful Me & Families	Once Upon a Time – Traditional Tales	Look up - Space	Look Up - Aliens	Mammoth to Mini - Dinosaurs	Mammoth to Mini – Minibeasts and planting
Y1	My musical heartbeat	Dance, sing and play!	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together!
Y2	Pulse, rhythm and pitch	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
Y3	Writing music down	Playing in a band	Composing using your imagination	More musical styles	Enjoying improvisation	Opening night
Y4	Musical structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on!
Y5	Melody and harmony in music	Sing and play in different styles	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the bands!
Y6	Music and technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour

EYFS

	Autumn 1 Once Upon a Time – Wonderful Me & Families	Autumn 2 Once Upon a Time – Traditional Tales	Spring 1 Look up - Space	Spring 2 Look Up - Aliens	Summer 1 Mammoth to Mini - Dinosaurs	Summer 2 Mammoth to Mini – Minibeasts and planting	Early Learning Goals
Expressive Arts and Design – Music	Children will sing and perform Nursery Rhymes: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers Children will listen and respond to different styles of music. Children will be Introduced to the pulse Children will clap syllables of names, create musical patterns using body percussion Children will be introduced to pitch- distinguish high and low using voices and glockenspiels Children will talk about whether they like or dislike instruments and sounds	Children will learn to sing and perform nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult Children will listen and respond to different styles of music. Children will find the pulse of songs taught Children will copy clap rhythm and short phrases Children will find pitch in context of the songs Children will learn songs for the Nativity performance Children will experiment with different sounds and instruments *CHRISTMAS PERFORMANCE*	Children will learn to sing and perform rhymes and action songs: Wind the Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping on The Bed, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees and Toes Children will listen and respond to different styles of music. Children will invent ways to find the pulse of songs taught Children will copy clap rhythm and short phrases from the songs Children will find pitch in context of the songs Children will begin to invent their own musical patterns using instruments or body percussion	Children will learn to sing and perform rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Children will listen and respond to different styles of music. Children will find the pulse and show others their ideas. Children will copy-clap some rhythms of phrases from the songs. Children will explore high pitch and low pitch using the images from the song Children will talk about whether they like or dislike sounds justifying their opinions Children will learn songs related to Easter	Children will learn to sing and perform rhymes and action songs: Big Bear Funk Revisit rhymes taught Children will listen and respond to different styles of music. Children will find the pulse and show others their ideas. Copy-clap 3- or 4-word phrases from the song. Children will be able to use pitched instruments to repeat a rhythm. Children will be able to move in time with music, creating a dance routine in PE	Children will learn to sing and perform rhymes and action songs: Big Bear Funk The ABC Song Revisit rhymes taught Children will pick out instruments that are played in pieces of music. Children will understand the dimensions of music - pulse, pitch and rhythm	Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

Year 1

National Curriculum

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

Vocabulary

- Pulse/beat: like a heartbeat, a steady beat underlying the music
- Rhythm: pattern of sound
- Pitch: high sounds, low sounds
- Dynamics: loud, quiet, getting louder, getting quieter
- Tempo: speed

Autumn - Paddington

Charanga Music School: English Model Music Curriculum Scheme v2

Autumn 1: My Musical Heartbeat
Autumn 2: Dance, Sing and Play!

Percussion Instruments
Introduce Glockenspiels

CHRISTMAS PERFORMANCE

Spring – Crowns and Castles

Charanga Music School: English Model Music Curriculum Scheme v2

Spring 1: Exploring Sounds
Spring 2: Learning to Listen

Percussion instruments
Using glockenspiels

Summer – A Gardeners' World

Charanga Music School: English Model Music Curriculum Scheme v2

Summer 1: Having Fun with Improvisation
Summer 2: Let's Perform Together

Percussion instruments
Using glockenspiels

Singing:

Repertoire for this age group includes:

- Sing for pleasure: Boom Chicka Boom
- Voices foundation: Have you brought your whispering voice?
- Voices foundation: Hello, how are you?
- Singing Sherlock: Dr Knickerbocker
- Traditional Ghana: Kye Kye Kule
- Star Light Star bright (Christmas carols)

Key Skills:

Understanding music:

- Let's find and keep a steady beat
- Play or clap simple rhythmic patterns using long and short sounds.
- Respond to different high and low pitches.

Improvise together:

- Keep a steady beat when improvising.
- Clap four-beat rhythms, creating long and short sounds.
- Improvise using one, two or three notes, using C, D and E.

Listen and respond:

- Listen carefully and copy back the actions.
- Respond to the questions, thinking about the music.
- Enjoy some 'Did You Know?' facts about the song.

Year 2

National Curriculum

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music (INTRODUCE IMPROVISATION SPRING 1, NO COMPOSITION UNTIL YEAR 3)

Vocabulary

- Pulse/beat: like a heartbeat, a steady beat underlying the music
- Rhythm: pattern of sound
- Pitch: high sounds, low sounds
- Dynamics: loud, quiet, getting louder, getting quieter
- Tempo: speed

Autumn – London’s Burning

Charanga Music School: English Model Music Curriculum Scheme v2

Autumn 1: Pulse, Rhythm and Pitch

Autumn 2: Playing in an Orchestra

Percussion instruments

Using glockenspiels

***HARVEST PERFORMANCE ***

Spring - Africa

Charanga Music School: English Model Music Curriculum Scheme v2

Spring 1: Inventing a Musical Story

Spring 2: Recognising Different Sounds

Percussion instruments

Using glockenspiels

Summer – What a Wonderful World

Charanga Music School: English Model Music Curriculum Scheme v2

Summer 1: Exploring Improvisation

Summer 2: Our Big Concert

Percussion instruments

Using glockenspiels

Singing:

Repertoire for this age group includes:

- Trad. *Star Light, Star Bright, First Star I See Tonight*
- *Little Sally Saucer*
- Trad. *Hey, Hey, Look at Me*
- Trad. *Rain, Rain Go Away*
- Young Voiceworks: *Ebenezzer Sneezer*
- Trad. *Oats and Beans and Barley Grow*
- Trad. *Oliver Cromwell*
- Trad. *Lovely Joan*
- Trad. *Searching for Lambs*
- Voicelinks: *Fireworks*
- Trad. Bangladesh: *Hatti – ma tim tim (An Imaginary Bird)*
- Trad. Bangladesh: *Charti Kula beng (Four Fat Frogs)*
- Trad. Australia: *I Got Kicked by a Kangaroo*
- Trad. America: *Built My Lady a Fine Brick House*

Key Skills:

Understanding music:

- Find and keep a steady beat.
- Play or clap simple rhythmic patterns using long and short sounds.
- Respond to different high and low pitches.

Improvise together:

- Keep a steady beat when improvising.
- Clap four-beat rhythms, creating long and short sounds.
- Improvise using one, two or three notes, using C, D and E. How many notes did you use to improvise - one, two or three?

Listen and respond:

- Listen to the music carefully, move to the music.
- Respond to the questions and use any musical words you know. Explore your feelings and thoughts towards the music.
- How many notes did you use to improvise - one, two or three? Enjoy some ‘Did You Know?’ facts about the song. Do you know any more?

Year 3

National Curriculum

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- begin to use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Vocabulary

- Structure: how a piece of music/song is built up, e.g. verse-chorus-verse-chorus
- Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This “line” gives the contour or shape of the melodic line.
- Genre: the type of music, e.g. pop, jazz, folk, classical

Autumn – Home Is Where The Heart Is

Spring – Mission Impossible

Summer – Invasion

Charanga Music School: English Model Music Curriculum Scheme v2

Autumn 1: Writing Down Music
Autumn 2: Playing in a Band

Percussion instruments
Using glockenspiels

Charanga Music School: English Model Music Curriculum Scheme v2

Spring 1: Composing Using Your Imagination
Spring 2: More Musical Styles

Percussion instruments
Using glockenspiels

EASTER PERFORMANCE SPRING 2

Charanga Music School: English Model Music Curriculum Scheme v2

Summer 1: Enjoying Improvisation
Summer 2: Opening Night

Percussion instruments
Using glockenspiels

Singing:

Repertoire for this age group includes:

Sing Up: *Heads and Shoulders*

- Singing Sherlock 2: *Si, Si, Si*
- Flying a Round: *To stop the train*
- Trad. Japan: *Kaeru no uta*
- Trad. Morocco: *A ram sam sam/Pease Pudding Hot*
- Trad. Bangladesh: *Now charia de (A Boatman's Song)*
- Junior Songscape: *Listen to the Rain*
- Voicelinks: *Extreme Weather*
- Sing Up: *Skye Boat Song*
- Trad. Ireland: *Be Thou My Vision*
- Junior Voiceworks 1: *Now The Sun Is Shining*
- Voiceworks 1: *Candle Light*
- Singing Sherlock 2: *Shadow*
- Singing Express 3: *Mirror*
- Trad. England: *Ah! Poor bird/Hey, Ho! Nobody home/Rose*

National Curriculum Links:

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other to play and sing in the time signatures of: 2/4, 3/4 musical notations.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Year 4

National Curriculum

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music (IMPROVISATION FROM AUTUMN 1, COMPOSITION FOCUS DURING SPRING)
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music (INTRODUCE THIS IN SUMMER 2)

Vocabulary

- Structure: how a piece of music/song is built up, e.g. verse-chorus-verse-chorus
- Melodic shape: this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This “line” gives the contour or shape of the melodic line.
- Genre: the type of music, e.g. pop, jazz, folk, classical

Autumn – Inside Out	Spring – A Glimpse of Gold	Summer – Water, water everywhere
Charanga Music School: English Model Music Curriculum Scheme v2 Autumn 1: Musical Structures Autumn 2: Exploring Feels When You Play Percussion instruments Using glockenspiels Djembe drums sessions	Charanga Music School: English Model Music Curriculum Scheme v2 Spring 1: Compose With Your Friends Spring 2: Feelings Through Music Percussion instruments Using glockenspiels	Charanga Music School: English Model Music Curriculum Scheme v2 Summer 1: Expression and Improvisation Summer 2: The Show Must Go On Percussion instruments Using glockenspiels *PENTECOSTE PERFORMANCE SUMMER 1 *
Singing: Repertoire for this age group includes: • Junior Voiceworks 2: <i>Our Dustbin</i> • Junior Voiceworks 1: <i>Calypso</i> • Voiceworks 1: <i>Hear the Wind</i> • Kendrick: <i>Servant King</i> • <i>Happy Birthday</i> • Great Weather Songs: <i>Long Journey</i> • Great Celebration Songs: <i>World in Union</i> • Sing Up: <i>Just like a Roman</i> • Trad. Ghana: <i>Namuma</i> • Sing for Pleasure: <i>Ghosts</i> • Sing for Pleasure: <i>Lost in Space</i>	National Curriculum Links: • Use and understand staff and other musical notations. • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music.	

Year 5

National Curriculum

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Vocabulary:

- Timbre: the character of a sound, e.g. smooth sound, spikey sound, scratchy sound
- Texture: layers in the music, e.g. one sound or several sounds
- Revisit and use previously taught vocabulary

Autumn – Mission to Mars	Spring – Groovy Greeks	Summer – Sea-Faring invaders
Charanga Music School: English Model Music Curriculum Scheme v2 Autumn 1: Melody and Harmony in Music Autumn 2: Sing and Play in Different Styles Percussion instruments Using glockenspiels *REMEMBRANCE PERFORMANCE AUTUMN 2*	Charanga Music School: English Model Music Curriculum Scheme v2 Spring 1: Composing Chords Spring 2: Enjoying Musical Styles Percussion instruments Using glockenspiels	Charanga Music School: English Model Music Curriculum Scheme v2 Summer 1: Freedom to Improvise Summer 2: Battle of the Bands! Percussion instruments Using glockenspiels

Singing:

Repertoire for this age group includes:

- Trad. Ireland: *Danny Boy*
- Kodály: *Rocky Mountain*
- Kodály: *My Paddle*
- *High Low Chickalo*
- *Ally Ally O*
- Trad. Caribbean: *Four White Horses*
- Trad. Uganda: *Dipidu*
- *Are You Ready?*
- *Row, Row, Row your Boat*

National Curriculum Links:

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Year 6

National Curriculum

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Vocabulary

- Timbre: the character of a sound, e.g. smooth sound, spikey sound, scratchy sound
- Texture: layers in the music, e.g. one sound or several sounds
- Revisit and use previously taught vocabulary

Autumn – Portals, People and Places	Spring – Off with Their Heads	Summer – Survival of the Fittest
Charanga Music School: English Model Music Curriculum Scheme v2 Autumn 1: Music and technology Autumn 2: Developing Ensemble Skills Percussion instruments Using glockenspiels	Charanga Music School: English Model Music Curriculum Scheme v2 Spring 1: Creative Composition Spring 2: Musical Styles Connect Us Percussion instruments Using glockenspiels	Charanga Music School: English Model Music Curriculum Scheme v2 Summer 1: Improvising with Confidence Summer 2: Farewell Tour Percussion instruments Using glockenspiels *LEAVERS PERFORMANCE SUMMER 2*
Singing: Repertoire for this age group includes: • Trad. South Africa: <i>Siyahamba</i> • Junior Voiceworks 1: <i>Calypso</i> • Sing Up: <i>Touch the Sky</i> • Sing Up: <i>Dona Nobis Pacem</i> • Sing Up: <i>We are the Champions</i> • <i>British National Anthem – God Save the Queen</i> • Sing Up: <i>We Go Together</i> • Trad. Ghana: <i>Senwa de Dende</i> • Sing Up: <i>Be the Change</i> • Sing Up: <i>One Moment, One People</i> • Sing Up: <i>There's a Power in the Music</i>		National Curriculum Links: • Use and understand staff and other musical notations. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music