Altham St. James' CE Primary School Music Curriculum Overview

Charanga Creative Curriculum planning 2025/26

		Reception	Year 1/ 2		Year 3/4		Year 5/ 6	
			Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Autumn Term	▪ Chant to the animals ▪ Creative moves		▪ Rhyming in time ▪ Let's keep singing	▪ Questions and answers ▪ Let's start singing	▪ A Shining performance ▪ Singing and traditions	▪ Create and notate ▪ Sing and move	▪ Shaping music ▪ Express, inspire and perform	▪ Music speaks ▪ Unlocking vocal potential
Spring Term	▪ Lilting lullaby ▪ Number time		▪ Music inspired by the world around us ▪ Sound and symbol 2	▪ Sounds and symbol 1 ▪ Exploring rhythm patterns	▪ Music and video ▪ Exploring musical contrasts	▪ Recycling songs ▪ You gotta try	▪ Sounds dramatic ▪ Musical sketches	▪ Music reimagined ▪ Decoding sound and notation
Summer Term	▪ Wellbeing matters ▪ Rhythm adventure		▪ Sounds and pictures ▪ The power of communication	▪ Around the world ▪ Highs and lows	▪ Music and sound ▪ Round and Round	▪ FX sound effects ▪ Sound exploration	▪ Carnival Time 1 ▪ The grand finale	▪ Music remixed ▪ Carnival time 2
National Curriculum Sept 2014	Development Matters Listen attentively, move to and talk about music, expressing their feelings and responses, improvise a song they know (EAD), continue to develop their movement skills (PD), understand how to	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 interrelated dimensions of music		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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 interrelated 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			

listen carefully and why listening is important (COMM & LANG) Sing in a group increasingly matching the pitch and following the melody, explore and engage in music making (EAD), understand how to listen carefully and why listening is important (COMM & LANG)		• develop an understanding of the history of music

Keyskills

Year 1 and 2 Performing	Listening	Creating	Knowledge and Understanding

- Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Play tuned and untuned instruments with control and rhythmic accuracy.
- Practise, rehearse and present performances with an awareness of the audience.

- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.
- Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).

- Improvise and develop rhythmic and melodic material when performing.
- Explore, choose, combine and organise musical ideas within musical structures.

- Analyse and compare sounds.
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- Improve their own and others' work in relation to its intended effect.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

Musical Elements						
Pitch	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**
• Determine upwards and downwards direction in listening, performing and moving. • Recognise and imitate melody patterns in echoes. • Show the overall contour of melodies as moving upwards, downwards or staying the same. • Determine movement by step, by leaps or by repeats. • Perform simple melody patterns.	• Indicate the steady beat by movement, including during a silence. • Respond to changes in the speed of the beat. • Respond to the strong beats whilst singing. • Use instruments to keep a steady beat. • Hold a beat against another part.	• Recognise differences in dynamic levels.	• Identify the differences between fast and slow tempos. • Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.	• Describe and aurally identify the tone colours of instruments. • Compare instrumental tone colour.	• Recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. • Recognise changes in texture. • Identify the melodic line in a texture. • Recognise rhythm on rhythm in music. • Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time)*.	• Recognise call and response form. • Differentiate between the contrasting sections of a song. • Recognise the difference between the verse and refrain of a song. • Recognise binary *(one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form)* and ternary *(one melody labeled 'A' is followed by a new melody labeled 'B' which then goes <u>back</u> to melody A = ABA melody form)* form.

Year 3 and 4 Performing	Listening	Creating	Knowledge and Understanding
▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience.	▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).	▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures.	▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music.

Musical Elements

Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
▪ Determine upwards and downwards direction in listening, performing and moving. ▪ Recognise and imitate melody patterns in echoes. ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement by step, by leaps or by repeats. ▪ Perform simple melody patterns.	▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. ▪ Respond to the strong beats whilst singing. ▪ Use instruments to keep a steady beat. ▪ Hold a beat against another part.	▪ Recognise differences in dynamic levels.	▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.	▪ Describe and aurally identify the tone colours of instruments. ▪ Compare instrumental tone colour.	▪ Recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. ▪ Recognise changes in texture. ▪ Identify the melodic line in a texture. ▪ Recognise rhythm on rhythm in music. ▪ Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).*	▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song. ▪ Recognise the difference between the verse and refrain of a song. ▪ Recognise binary *(one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form)* and ternary *(one melody labeled 'A' is followed by a new melody labeled 'B' which then goes <u>back</u> to melody A = ABA melody form)* form.

Using Technology Appropriately

Year 5 and 6 Performing	Listening	Creating	Knowledge & Understanding
▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience.	▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).	▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures.	▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music.

Musical Elements

Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure

▪ Identify short phrases and long phrases. ▪ Identify the prominent melody patterns in a piece of music. ▪ Improvise a melodic pattern. ▪ Improvise a melody.	▪ Perform rhythmic patterns and ostinati *(repeated melody lines)*. ▪ Identify a silence in a rhythmic pattern with a gesture. ▪ Create rhythmic patterns including silences and notate. ▪ Indicate strong and weak beats through movements. ▪ Recognise a metre *(the way beats are grouped)* of 3 or 4. ▪ Recognise a change in metre.	▪ Recognise crescendo *(gradually getting louder)* and diminuendo *(grad. getting quieter)*. ▪ Assess the appropriateness of dynamic choices such as accents *(sudden loud notes, or sudden quiet notes.*	▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.	▪ Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. ▪ Recognise the instruments heard in a piece of music.	▪ Understand the process by which a round *(one melody, sung/played by groups starting at different times e.g. 'London's Burning')* works. ▪ Identify the various and varying textures in a round. ▪ Show how rounds and canons *(more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon')* are constructed. ▪ Understand how the texture might vary in a song.	▪ Identify binary and ternary form from notational devises. ▪ Identify binary and ternary form when listening. ▪ Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.

Using Technology Appropriately