

**Every child should have access to a progressive music education fostering a love and enjoyment for music. By following the Charanga scheme of work for your year group/music overview for each academic year,will ensure continuity and progression throughout the school to ensure music becomes embedded in each child’s education.**

**Access and participation in Ceilidh’s, Theatre visits, music tutors, singing,performances (both in and out of school), pantomimes, learning to play an instrument, experiencing live band(s) also form part of the non-negotiables for each child by the time they reach Year 6.**

**Non-negotiables: Music**

**KEY SKILLS:**

**Develop singing and performing techniques.**

**Compose music confidently.**

**Listen to and appraise live and recorded music effectively.**

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|  | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Singing and Performing** | Begin to build a repertoire of songs, chants and rhymes (inc. Nursery Rhymes)Explore and create sounds with a variety of instruments.Sing songs, dance – experimenting with changing them. | Sing songs and chant rhymes with some expressions.Explore sounds with tuned and unturned instruments.Experiment to create accompaniments using instruments.Perform to an audience. | Sing songs creatively, adding accompaniments and changing words.Follow a melody – create and combine sounds using tuned and unturned instruments.  | Perform in a group using voice and instruments with expressions.Sing in a round.Sing songs creatively adding accompaniments.Change words and musical qualities. | Perform in a group and alone using voices and instrumentsSing in a round and in canon | Perform in a group and solo ensemble using voices and instruments creatively incorporating expression and control.Sing in 2-part harmonies. | Perform in a group and solo ensemble using voices and instruments creatively with increasing fluency, accuracy, control and expression.Sing in a round, canon and with musical harmony. |
| **Composing** | Explore new and different sounds from natural surroundings and from instruments.Make music – experimenting with different sounds. | Begin to use technology and symbols to represent and record music.Experiment with musical instruments to make new sounds to create music.Use instruments to perform.Follow instructions about when to play. | Adapt symbols representing music to show changes in dynamics.Choose and control sounds to create different moods and effects.Create music from different starting points.Begin to connect notation to sound.Use symbols with confidence to represent and record music. | Improvise and compose music for a range of purposes controlling musical qualities.Improve own work.Begin to understand notation of rhythm (not on a stave).Create patterns and melodies. | Improvise and compose music for a range of purposes using knowledge of cultures and times.Interpret notation of rhythm.Understand/ describe – music can be used for different purposes. | Begin to use simple, formal notation including beats in a bar.Compose music to a specific criterion.Improvise music for a range f purposes using knowledge of culture, times and styles. | Compose using an understanding of music from a range of cultures, times and styles.Use and understand staff and other musical notations.Plan for expression in composition.Use a variety of devices in composition. |
| **Listening and Appraising** | Listen and begin to make comments on others work.Explore likes and dislikes in music.Begin to identify speed and volume of sounds that they hear. | Recognise clear changes in sounds – pitch, tempo, volume and musical patterns in live and recorded music.Respond to and identify different moods in music. | Understand how different musical elements combined can create a mood.Identify different instruments used in a piece/range of music.Improve own work and wok of others using peer critique. | Able to describe and compare different moods in a range of live and recorded music.Use critique to improve own work and that of others.Recognise the work of at least one great composer. | Begin to appreciate and understand different works/styles and different composers.Listen to live music and evaluate the impact.Use some musical vocabulary in peer critique.Recognise clearly musical styles of great composers Beethoven, Mozart, Elgar. | Identify characteristics in a range of music both live and recorded and repeat using voice or instrument.Listen and appraise using appropriate musical vocabulary.Contract work of great composers and explain preferences.Suggest improvements for myself and others in peer critique. | Analyse and compare musical features in their own music and the work of others using musical vocabulary.Compare and contrast different composers from different time periods.Identify features that typify the work of great composers through time. |