

Cradley CofE Music Curriculum

| Year Group | National Curriculum | Progression in skills | Ideas linked to Topic/Charranga |
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| Year 1 | <ul style="list-style-type: none"> • Use voices by singing song, chants and rhymes. • Play tunes and untuned instruments. • Rehearse and perform with others. • Explore, choose and organise sounds and musical ideas. • Make improvements to own work. • Listen and understand live and recorded music. • Music for a purpose. | <ul style="list-style-type: none"> • Begin to show an awareness of pulse. • To think about others when performing. • To experiment with sounds. • To identify and organise sounds using simple criteria – loud, soft, high and low. • To talk about how music makes you feel eg. It makes me want to... • To begin to identify simple repeated patterns and follow basic musical instructions. • To begin to understand that musical elements can be used to create different moods and effects. • To begin to represent sounds with simple sounds including shapes and marks. • To listen to short pieces of music and talk about when and why they may hear it. | <ul style="list-style-type: none"> • Geography – Tanzania – use African drums to create short pieces of music. • Dear Greenpeace Geography – focussing on environment – water and oceans – how it makes you feel, moods and effects. |
| Year 2 | <ul style="list-style-type: none"> • Use voices by singing song, chants and rhymes. • Play tunes and untuned instruments. • Rehearse and perform with others. • Explore, choose and organise sounds and musical ideas. • Make improvements to own work. • The purposes of music. | <ul style="list-style-type: none"> • To sing with the sense of shape of the melody. • To perform rhythmical patterns and accompaniments keeping a steady pulse. • To think about others whilst performing. • Repeat short rhythmic and melodic patterns. • To begin to explore and choose and order sounds using dimensions of music (pitch, rhythm, tempo etc). • To respond to different moods in music and explain thinking about changes in sound. • To identify what improvements could be made to our own work and make these changes. • To identify and recognise repeated patterns and follow musical instructions. • To understand how musical elements create different moods and effects. | <ul style="list-style-type: none"> • Geography/History – London’s Burning • South African Music – Link to Kenya- Geography link based on Environmental Issue and book Year 2 will be focussing on in geog. • Charranga – Zoo Time – Science Link. |

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| | | <ul style="list-style-type: none"> • To confidently represent sounds with a range of symbols, shapes or marks. • To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocab. | |
| Year 3 | <ul style="list-style-type: none"> • Use voices by singing song and musical instruments (with accuracy, fluency, control and expression). • Compose music for a range of purposes. • Listen with attention to detail and recall sounds with increasing aural memory. • Learn an instrument – fife. • | <ul style="list-style-type: none"> • To sing in unison becoming aware of pitch. • To perform simple, rhythmic and musical parts beginning to vary the pitch. • To think about others whilst performing. • To create simple rhythmical patterns that use a small range of notes. • To begin to join simple layers of sound eg. A background rhythm and a solo. • To explore and comment on the way sounds can be used expressively. • To comment on the effectiveness of own work and making improvements. • To listen with attention and begin to recall sounds. • To begin to understand how different musical elements are combined and used for effect. • To begin to recognise simple notations to represent music. • To listen to and begin to respond to music drawn from different traditions and great composers and musicians. | <ul style="list-style-type: none"> • Ancient Egypt – percussion instruments around that time – tambourines, drums, flutes etc. • Geography – Reggae <i>Charranga</i> – music from different traditions. • Geography - Cradley Belongs – <i>Charranga</i> bringing Us Together song focuses on peace, friendship and unity. |
| Year 4 | <ul style="list-style-type: none"> • Use voices by singing song and musical instruments (with accuracy, fluency, control and expression). • Compose music for a range of purposes. • Appreciate wide range of live and recorded music. • Begin to develop understanding of the history of music. • | <ul style="list-style-type: none"> • To sing in unison, maintaining the correct pitch and using expressions. • To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. • To think about others while performing. • To create rhythmical and simple patterns using an increased number of notes. • To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. • To recognise and explore the ways sounds can be combined and used expressively and comment on its effect. • To comment on the effectiveness of own work and make improvements. • To listen to and recall patterns of sounds with increased accuracy. • To understand how different musical elements are combined and used expressively. | <ul style="list-style-type: none"> • Cradley belongs – <i>Charranga</i> Lean On Me – working together and belonging. • Ancient Greece – stringed, wind and percussion instruments. |

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| | | <ul style="list-style-type: none"> To understand and begin to use established and invented musical notations to represent music. To listen to and understand a wide range of high quality and recorded music drawn from different traditions, great composers and musicians. | |
| Year 5 | <ul style="list-style-type: none"> Perform with control and expression solo and in ensembles. Improvise and compose using dimensions of music. Listen to detail and recall aurally. Use and understand basics of staff notation. Develop an understanding of the history of music, including great musicians and composers. | <ul style="list-style-type: none"> To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware of how the different parts fit together. To create increasingly complicated rhythmic and melodic phrases within given structures. To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements. To listen to and recall a range of sounds and patterns confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high-quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | <ul style="list-style-type: none"> Cradley belongs – song to do with belonging? Viking and Anglo Saxon – history of music, different traditions. |
| Year 6 | <ul style="list-style-type: none"> Perform with control and expression solo and in ensembles. Improvise and compose using dimensions of music. Listen to detail and recall aurally. Use and understand basics of staff notation. Develop an understanding of the | <ul style="list-style-type: none"> To sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of phrase. To play and perform with accuracy, fluency, control and expression. To think about the audience when performing and how to create a specific effect. To create and improvise rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical instruments. To describe, compare and evaluate different types of music using a range of musical vocab including the dimension of music (pitch, pulse, tempo etc). | <ul style="list-style-type: none"> History of music and how things have changed – link with History on Industrial Revolution – “What impact did this have on Music?” Cradley and War – war songs Cradley and Gairo B – friendship songs on |

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| | <p>history of music, including great musicians and composers.</p> | <ul style="list-style-type: none"> • To evaluate the success of own and others work, suggesting specific improvements and how this could be achieved. • To listen to, internalise and recall sounds and patterns of sound with accuracy and confidence. • To identify and explore the relationship between sounds and how music can reflect different meanings. • To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. • To develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. | <p>Charranga - different traditions</p> |
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