

**St. John's C of E (Aided) Primary School**  
**Primary Music – Whole School Overview**



<b>Music Subject Leader:</b> <i>Andrew Kay</i>	<b>Link Governor for Music:</b> <i>Revd. Carol Harris</i>
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<b>EYFS Objectives Expressive Art &amp; Design</b>					
	<b>0-3</b>	<b>In Nursery</b>	<b>In Reception</b>		
		<b>All Year</b>	<b>End of Autumn</b>	<b>End of Spring</b>	<b>End of Summer (ELG)</b>
<b>Being Imaginative &amp; Expressive</b>	<ul style="list-style-type: none"> <li>• I can show attention to sounds and music.</li> <li>• I can respond emotionally and physically to music when it changes.</li> <li>• I can move and dance to music.</li> <li>• I can anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• I can explore their voices and enjoy making sounds.</li> <li>• I can join in with songs and rhymes, making some sounds.</li> <li>• I can make rhythmical and repetitive sounds.</li> <li>• I can explore a range of sound makers and instruments and play them in different ways.</li> <li>• I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• I am beginning to develop pretend play, pretending that one object represents another. For example, holding a wooden block to my ear and pretending it's a phone.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen with increased attention to sounds.</li> <li>• I can respond to what I have heard, expressing my thoughts and feelings.</li> <li>• I can remember and sing entire songs, such as 'Wind the Bobbin Up.'</li> <li>• I can sing the pitch of a tone sung by another person ('pitch match'): high, medium, low.</li> <li>• I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• I can play instruments with increasing control to express their feelings and ideas.</li> <li>• I am beginning to explore a steady beat.</li> <li>• I can explore a range of rhythms.</li> <li>• I can respond to musical vocabulary such as loud / soft, fast / slow.</li> <li>• I experience different genres of music.</li> </ul>	<ul style="list-style-type: none"> <li>• I can watch and talk about dance and performance art, expressing my feelings and responses.</li> <li>• I can explore and engage in music making, performing as part of a group, or with encouragement a solo.</li> <li>• I can sing a repertoire of rhymes and songs.</li> <li>• I can act out a familiar story with my peers.</li> <li>• I am beginning to repeat back short basic rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen attentively, move in time to and talk about music, expressing my feelings and responses.</li> <li>• I can explore and engage in music and dance, performing in a group or solo.</li> <li>• I can sing in a group or on my own, increasingly matching the pitch and following the melody.</li> <li>• I can tell or act out my own story to peers.</li> <li>• I can use musical vocab such as loud / soft, fast / slow.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create my own songs, or improvise a song around one I know.</li> <li>• I can keep a steady pulse.</li> <li>• I experience a range of different genres of music and can talk about how they make me feel.</li> <li>• I can sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

# Primary Music Progress Map – based on National Curriculum Objectives



## Developing a sense of pulse and rhythm

## Adding melody to pulse and rhythm

## Developing as a musician

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Building Blocks</b>	<b>Pulse</b>	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 in at least 3 different tempos NC2.1/ NC2.3	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures NC2.1	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3	To achieve these outcomes, pupils should be able to perform with increasing accuracy.
	<b>Rhythm</b>	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3	Perform more extended rhythms that use crotchets, quavers, minims and their rests NC2.1/ NC2.4	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1	
	<b>Melody (and notation)</b>	Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4	Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated NC2.4	
<b>Strands of Learning</b>	<b>Active listening</b>	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	Talk about the key features of music including: <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Metre</li> <li>• Instrumentation</li> <li>• Melody</li> </ul> Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6	
	<b>Composing and improvising</b>	Improvise simple rhythms based on a given stimuli (e.g. rhythm grids) NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation NC1.4	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2	Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2	Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6	
	<b>Performing</b>	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1	Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4	
	<b>Singing</b>	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1	Sing simple songs and folk songs in rounds NC1.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1	Sing pieces in two parts that have melodies and counter-melodies NC2.1	Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1	Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4	

## Overview of Charanga Units: Reception – Year 6



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Overview &amp; Planning</b> YEAR <b>R</b>	Me!  1 2 3 4 5 6	My Stories  1 2 3 4 5 6	Everyone!  1 2 3 4 5 6	Our World  1 2 3 4 5 6	Big Bear Funk  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>1</b>	Hey You!  1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap  1 2 3 4 5 6	In The Groove  1 2 3 4 5 6	Round And Round  1 2 3 4 5 6	Your Imagination  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>2</b>	Hands, Feet, Heart  1 2 3 4 5 6	Ho Ho Ho  1 2 3 4 5 6	I Wanna Play In A Band  1 2 3 4 5 6	Zootime  1 2 3 4 5 6	Friendship Song  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>3</b>	Let Your Spirit Fly  1 2 3 4 5 6	Glockenspiel Stage 1  1 2 3 4 5 6	Three Little Birds  1 2 3 4 5 6	The Dragon Song  1 2 3 4 5 6	Bringing Us Together  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>4</b>	Mamma Mia  1 2 3 4 5 6	Glockenspiel Stage 2  1 2 3 4 5 6	Stop!  1 2 3 4 5 6	Lean On Me  1 2 3 4 5 6	Blackbird  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>5</b>	Livin' On A Prayer  1 2 3 4 5 6	Classroom Jazz 1  1 2 3 4 5 6	Make You Feel My Love  1 2 3 4 5 6	The Fresh Prince Of Bel-Air  1 2 3 4 5 6	Dancing In The Street  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>6</b>	Happy  1 2 3 4 5 6	Classroom Jazz 2  1 2 3 4 5 6	A New Year Carol  1 2 3 4 5 6	You've Got A Friend  1 2 3 4 5 6	Music And Me  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6

## Musical Progression within Key Stage 1 Charanga Units

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	<i>Singing and performing only</i>							<i>Singing and performing only</i>			<i>Singing and performing only</i>		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			

## Musical Progression within Lower Key Stage 2 Charanga Units

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smbreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		



## Musical Progression within Upper Key Stage 2 Charanga Units

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,BC	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A,	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E,	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		