

## Music Overview with Statutory Requirements 2022-2023

	D	V/1	V2	l vo	37.4	V.F	W/
Autumn	Reception Unil 1 Charanga Me!	Y1 Unit 1	Y2 Unit 1 Exploring Simple Patterns	Y3 Harvest Festival songs	Y4 Unil:   Mamma Mia!	Y5 Unit 1 Living On Prayer	Y6 Unił 1 Happy
Term	Oriii i Charanga i le:	(Introducing Beat) —	— Charanga	Christmas Songs	Unit 2 Glockenspiel 2	Unit 2 Classroom Jazz l	Unit 2 Classroom Jazz 2
161111	Chrisłmas songs/production		(Model Curriculum)	P Bone lessons DPA	Harvest Festival songs	Harvest Festival songs	Harvest Festival songs
	EYFS Statutory Education	Charanga (Model Curriculum)	Unit 2 — Focus on Dynamics	Pupils should be taught to sing and	Christmas Songs	Christmas songs	Christmas Songs
	Framework	Unit 2 (Adding Rhythm and	and Tempo	play musically with increasing	Pupils should be laught to sing and	Pupils should be taught to sing and	Pupils should be laught to sing and
	ELGs	Pilch)	Recorder Lessons Autumn 2	, , ,	play musically with increasing	, ,	, ,
		Harvest Festival Songs	Harvest Festival songs	confidence and control. They should	confidence and control. They should	play musically with increasing	play musically with increasing
	Pupils should sing a range of	<u> </u>	v v	develop an understanding of musical composition, organising and	develop an understanding of	confidence and control. They should	confidence and control. They should develop an understanding of musical
	well-known nursery rhymes	Chrisłmas Songs	Christmas Songs	, , , , , , , , , , , , , , , , , , , ,		develop an understanding of musical	1 7
	and songs	Punila ahaulal ha kawahi ka	Punila ahaulalka kauahkka	manipulating ideas within musical	musical composition, organising and manipulating ideas within musical	composition, organising and manipulating ideas within musical	composition, organising and
	Perform songs, rhymes, poems	Pupils should be taught to:	Pupils should be taught to:	structures and reproducing sounds	, ,		manipulating ideas within musical
	and stories with others, and	• Use their voices	Use their voices expressively	grom aural memory.	structures and reproducing sounds from aural memory.	structures and reproducing sounds from aural memory.	structures and reproducing sounds from aural memory.
	when appropriate try to move	expressively and	and creatively by singing	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
	in time with music.	creatively by singing	songs and speaking chants	Play and perform in solo and	,	•	·
	EYFS Statutory Education Programme Pupils should be taught to develop their artistic and cultural awareness, which supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and	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.	<ul> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	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  Develop an understanding of the history of music.	<ul> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the</li> </ul>	<ul> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the</li> </ul>
	appreciating what they hear, respond to and observe.				Develop an understanding of the history of music	history of music	history of music



					LIVING LIFE IN ALL ITS FULLNESS		
Spring	Unit 2 My Stories	Unit 3	Unit 3	P Bone Lessons DPA	Unit 3	Unit 3	Unit 3
Spring Term						Make You Feel My Love	
10111	Unit 3 Everyone	Introducing Tempo and	Exploring Feelings Through Music	Lent/ Easter songs	Stop!		A New Year Carol
		Dynamics	Music	Durile ah auld ha hausahi ka aisa and	Charanga	Charanga	Charanga
	Factor Sanas	Charanga (Madal Cumiaulum)	Charanga (Madal Cumiaulum)	Pupils should be taught to sing and	Unit 4 — Lean on Me	Unit 4 Fresh Prince of Bel- Air	Unit 4 You've Got a Friend
	Easter Songs	(Model Curriculum)	(Model Curriculum)	play musically with increasing	Lent/ Easter songs	11/ =-1	Lent/ Easter songs
	EVEC CL-LL EJl:	Unit 4 — Combining Pulse	Spring 2 Recorder Lessons	confidence and control. They	Pupils should be taught to sing	Lent/ Easter songs	
	EYFS Statutory Education	Rhythm and Pitch	Unit 4 Inventing a Musical	should develop an understanding	and play musically with	Purile should be bought be size and	Purile should be bought be size and
	Framework	1 1/ E	Story	of musical composition, organising	increasing confidence and	Pupils should be taught to sing and	Pupils should be taught to sing and
	ELGs	Lent/ Easter songs	Lent/ Easter songs	and manipulating ideas within	control. They should develop an	play musically with increasing	play musically with increasing
	Pupils should sing a range	D :		musical structures and reproducing	understanding of musical	confidence and control. They	confidence and control. They should
	of well-known nursery	Pupils should be taught to:	Pupils should be taught to:	sounds from aural memory.	composition, organising and	should develop an understanding of	develop an understanding of musical
	rhymes and songs	Use their voices	Use their voices	Pupils should be taught to:	manipulating ideas within musical	musical composition, organising	composition, organising and
	Perform songs, rhymes,	expressively and	expressively and creatively	Play and perform in solo and	structures and reproducing	and manipulating ideas within	manipulating ideas within musical
	poems and stories with	creatively by singing	by singing songs and	ensemble contexts, using their	sounds from aural memory.	musical structures and reproducing	structures and reproducing sounds
	others, and when	songs and speaking	speaking chants and	voices and playing musical	Pupils should be taught to:	sounds from aural memory.	from aural memory.
	appropriate try to move in	chants and rhymes	rhymes	instruments with increasing	Play and perform in solo and	Pupils should be taught to:	Pupils should be taught to:
	time with music.	Play tuned and	Play tuned and untuned	accuracy, fluency, control and	ensemble contexts, using their	Play and perform in solo and	Play and perform in solo and
		untuned instruments	instruments musically	expression	voices and playing musical	ensemble contexts, using their	ensemble contexts, using their
	EYFS Statutory Education	musically	Listen with concentration	• Improvise and compose music	instruments with increasing	voices and playing musical	voices and playing musical
	Programme	<ul> <li>Listen with</li> </ul>	and understanding to a	for a range of purposes using	accuracy, fluency, control and	instruments with increasing	instruments with increasing
	Pupils should be taught to	concentration and	range of high-quality live	the inter-related dimensions of	expression	accuracy, fluency, control and	accuracy, fluency, control and
	develop their artistic and	understanding to a	and recorded music	music	• Improvise and compose music	expression	expression
	cultural awareness, which	range of high-quality	• Experiment with, create,	• Listen with attention to detail	for a range of purposes using	• Improvise and compose music for	• Improvise and compose music for
	supports their imagination	live and recorded music	select and combine	and recall sounds with	the inter-related dimensions of	a range of purposes using the	a range of purposes using the
	and creativity.	• Experiment with,	sounds using the inter-	increasing aural memory	music	inter-related dimensions of music	inter-related dimensions of music
	The quality and variety of	create, select and	related dimensions of	<ul> <li>Use and understand staff and</li> </ul>	• Listen with attention to detail	Listen with attention to detail	• Listen with attention to detail and
	what children see, hear and	combine sounds using	music.	other musical notations	and recall sounds with	and recall sounds with increasing	recall sounds with increasing
	participate in is crucial for	the inter-related		Appreciate and understand a	increasing aural memory	aural memory	aural memory
	' ' '	dimensions of music.		wide range of high-quality live	• Use and understand staff and	<ul> <li>Use and understand staff and</li> </ul>	• Use and understand staff and
	developing their			and recorded music drawn from	other musical notations	other musical notations	other musical notations
	understanding, self-			different traditions and from	Appreciate and understand a	Appreciate and understand a	Appreciate and understand a wide
	expression, vocabulary and			great composers and musicians	wide range of high-quality live	wide range of high-quality live	range of high-quality live and
	ability to communicate			Develop an understanding of the	and recorded music drawn	and recorded music drawn from	recorded music drawn from
	through the arts. The			history of music.	from different traditions and	different traditions and from	different traditions and from great
	frequency, repetition and			J	from great composers and	great composers and musicians	composers and musicians
	depth of their experiences				musicians	J	



## LIVING LIFE IN ALL ITS FULLNESS

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	are fundamental to their progress in interpreting and appreciating what they hear,				Develop an understanding of the history of music.	Develop an understanding of the history of music.	Develop an understanding of the history of music.			
	respond to and observe.	Unit 5 8 4 Channes	11:15 8 6 - Characa	P. Para Janeara NPA	Unit 5 Phallind - Channe	Unit 5 Denoine in The Shoot Channes	Thit 5 Music and May Change			
Summer Term	Charanga Unit 4 Our World Unit 5 Big Bear Funk  EYFS Statutory Education Framework ELGs Pupils should 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.  EYFS Statutory Education Programme Pupils should be taught to develop their artistic and cultural awareness, which supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are	Unit 5 & 6- Charanga  Pupils should be laught 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.	Pupils should be laught 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.	P Bone Lessons DPA  Pupils should be laught to sing and play musically with increasing confidence and control. 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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 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.	Unit 5 Dancing in The Street Charanga Unit 6 — Reflect, Rewind, Replay  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 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.	Unit 5 Music and Me - Charanga Unit 6 — Reflect, Rewind, Replay  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 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.			
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