



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



| | EYFS Objectives: Expressive Art & Design | | | | |
|---|--|---|--|--|---|
| | 0-3 | In Nursery | In Reception | | |
| | | All Year | End of Autumn | End of Spring | End of Summer (ELG) |
| Being Imaginative & Expressive | <ul style="list-style-type: none"> • I can show attention to sounds and music. • I can respond emotionally and physically to music when it changes. • I can move and dance to music. • I can anticipate phrases and actions in rhymes and songs, like 'Peepo'. • I can explore their voices and enjoy making sounds. • I can join in with songs and rhymes, making some sounds. • I can make rhythmical and repetitive sounds. • I can explore a range of sound makers and instruments and play them in different ways. • I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • 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. | <ul style="list-style-type: none"> • I can listen with increased attention to sounds. • I can respond to what I have heard, expressing my thoughts and feelings. • I can remember and sing entire songs, such as 'Wind the Bobbin Up.' • I can sing the pitch of a tone sung by another person ('pitch match'): high, medium, low. • I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • I can play instruments with increasing control to express their feelings and ideas. • I am beginning to explore a steady beat. • I can explore a range of rhythms. • I can respond to musical vocabulary such as loud / soft, fast / slow. • I experience different genres of music. | <ul style="list-style-type: none"> • I can watch and talk about dance and performance art, expressing my feelings and responses. • I can explore and engage in music making, performing as part of a group, or with encouragement a solo. • I can sing a repertoire of rhymes and songs. • I can act out a familiar story with my peers. • I am beginning to repeat back short basic rhythms. | <ul style="list-style-type: none"> • I can listen attentively, move in time to and talk about music, expressing my feelings and responses. • I can explore and engage in music and dance, performing in a group or solo. • I can sing in a group or on my own, increasingly matching the pitch and following the melody. • I can tell or act out my own story to peers. • I can use musical vocab such as loud / soft, fast / slow. | <ul style="list-style-type: none"> • I can create my own songs, or improvise a song around one I know. • I can keep a steady pulse. • I experience a range of different genres of music and can talk about how they make me feel. • 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. |
| Music is taught through short dedicated weekly sessions and through continuous provision opportunities. | | | | | |

Music Subject Leader: *Andrew Kay*

Link Governor for Music: *Paul Arnold*



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 | |
|----------------------------|---------------------------|--|---|---|---|--|--|---|
| Building Blocks | Pulse | 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. |
| | Rhythm | 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 | |
| | Melody (and notation) | 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 | |
| Strands of Learning | Active listening | 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"> • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6 | |
| | Composing and improvising | 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 | |
| | Performing | 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 | |
| | Singing | 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 |
|---|------------------------------------|---|---------------------------------------|--|--------------------------------------|---|
| Overview & Planning YEAR R | 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 |
| Overview & Planning YEAR 1 | 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 |
| Overview & Planning YEAR 2 | 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 |
| Overview & Planning YEAR 3 | 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 |
| Overview & Planning YEAR 4 | 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 |
| Overview & Planning YEAR 5 | 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 |
| Overview & Planning YEAR 6 | 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 |

Additional Glockenspiel teaching:
 Key Stage 2 children learn to read music using staff notation and play Glockenspiel to a competent level using up to 8 notes by end of Year 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 | Singing and performing only | | | | | | Singing and performing only | | | Singing and performing only | | |
| 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, 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 | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | |
| 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 | Consolidation and Revision | | | | | | | Consolidation and Revision | | | Consolidation and Revision | | |



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, Semibreves, 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 | | |