

## Progression in Music

Within the federation musical skills are taught progressively, beginning in EYFS where children develop their early auracy, and continuing through the school. Both schools follow the Charanga scheme of music, which equips children with a wide range of musical skills.

EYFS:

- Children will experiment with their voices and instruments and begin to build up a repertoire of songs that they can join in with.
- To begin to develop an awareness of rhythm and demonstrate this.

KS1:

- Children will use their voices creatively and expressively
- Begin to play a variety of tuned and un-tuned instruments
- Explore and experiment with the different dimensions of music
- Listen and understand a variety of high-quality music.

KS2

- Perform as an ensemble or as a soloist using their voices and different instruments.
- Improvise and compose music for different purposes.
- Improve aural memory
- Begin to use and understand musical notation
- Develop an understanding of the history of music and the influences that historic figures and cultures have.

**Music Units taught each term ('Charanga' Music Scheme)**

	T1	T2	T3	T4	T5	T6
<b>Theme Focus</b>	<b>Global citizens</b>	<b>Science: Chemistry</b>	<b>History/Geography</b>	<b>Science: Biology</b>	<b>History/Geography</b>	<b>Science: Physics</b>
<b>Y1</b>	Can anywhere be home?	What are things made from?	What makes a great British holiday?	What is alive?	What has made our local area special?	Do living things change or stay the same?
	<b>School</b>	<b>Christmas</b>	<b>Oceans, Seas and Rivers</b>	<b>Zootime</b>	<b>Then and Now</b>	<b>Night</b>
<b>Y2</b>	Online safety Digital Literacy	Programming Logic & algorithms	Online Safety Data Handling	Media	Computer Science	Programming Code
	<b>Journeys</b>	<b>Christmas</b>	<b>Different Places</b>	<b>Animals</b>	<b>Do you know - bridges</b>	<b>Growing and Us - Now the flowers are grown</b>
<b>Y3</b>	Why is nature important?	Are all rocks the same?	How do we know about the ancient Egyptians?	Can living things live forever?	Was the Roman invasion good for Britain?	What is the dark?
	<b>Do you know – Oil Rigs</b>	<b>Stepping Stones</b>	<b>Ancient Egypt</b>	<b>Little Bird</b>	<b>Celts and Romans – Roman Army</b>	<b>Starry Night</b>
<b>Y4</b>	Should all children have a right to education?	Is water always wet?	Would I prefer to live in the UK or the Caribbean?	Are living things in danger?	Would the Vikings do anything for money?	How do we hear different sounds?  Can we control electricity?
	<b>Let your Spirit Fly</b>	<b>Hydrologic Cycle Rag</b>	<b>Dumplings</b>	<b>The Rainforest Song</b>	<b>Vikings</b>	<b>Electricity</b>
<b>Y5</b>	Why is it important to respect people and our planet?	Can we change materials?	What did the Ancient Greeks do for us?	Do all lifecycles look the same?	What was it like to be a child in WW2?	How do things move on Earth, the moon and space?
	<b>Finite Fuel</b>	<b>Cogs</b>	<b>National Anthem of Greece Zorba the Greek</b>	<b>Seed Dispersal (Energy)</b>	<b>National Anthem of UK</b>	<b>Space</b>
<b>Y6</b>	Is water a treasure?	How do we light up our world?	How has the Ancient Islamic civilization shaped our world?	How do living things change over time and place?	What is a home?	Transition to KS3
	<b>Plastic</b>	<b>Energy - Electricity</b>	<b>Sufi Soul – Mystic Music of Islam</b>	<b>The Time is Now</b>	<b>Explore - Bali</b>	<b>School Song (Matilda) OR Moving On</b>