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| <p>Aim</p> | <p>To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.</p> |
| <p>Singing aims, process and structure</p> | <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker) • Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy <p>-Warm ups will help pupils use their voices safely, include vocalising, sirening and simple scales, as well as games to energise pupils.</p> <p>-Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.</p> <p>Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound.</p> <p>Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool.</p> <p>Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.</p> <p>Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.</p> <p>Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed</p> |
| <p>EYFS</p> | <p>Communication and Language</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. |



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| Three- and 4-Year-olds | | |
| | Physical Development | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, • paint and make marks. |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. |
| Reception | Communication and Language | <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. <p>Learn rhymes, poems and songs.</p> |
| | Physical Development | Combine different movements with ease and fluency. |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Explore and engage in music making and dance, performing solo or in groups.</p> |
| ELG | Expressive Arts and Design | <ul style="list-style-type: none"> • 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. |



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| | Being Imaginative and Expressive | | | | | | |
| Charanga - Scheme | <p>https://derbyshire.charanga.com/c/1356466-english-model-music-curriculum</p> <p>Unit details and progression guides: Musical Styles Years 1 – 6 Musical Progression of Knowledge and Skills Year 1 – 6 Musical Progression Guide Years 1-6 Musical Elements Years 1-6</p> | | | | | | |
| YEAR 1 | | <p><u>Introducing Beat</u></p> <p>Unit 1: Introducing Beat</p> <p>How Can We Make Friends When we Sing Together?</p> | <p><u>Adding Rhythm and Pitch</u></p> <p>Unit 2: Adding Rhythm and Pitch</p> <p>How does Music Tell Stories about the past?</p> | <p><u>Introducing Tempo and Dynamics</u></p> <p>Unit 3: How Does Music Make the World a Better Place?</p> | <p><u>Combining Pulse, Rhythm and Pitch</u></p> <p>Unit 4: How Does Music Help Us to Understand Our Neighbours?</p> | <p><u>Having Fun with Improvisation</u></p> <p>Unit 5: What Songs Can We Sing to Help Us Through The Day?</p> | <p><u>Explore Sound and Create a Story</u></p> <p>Unit 6: How Does Music Teach Us About Looking After Our Planet?</p> |
| Year 2 | | <p><u>Exploring Simple Patterns</u></p> <p>Unit 1: Exploring Simple Pattern</p> <p>How Does Music Help Us to Make Friends?</p> | <p><u>Focus on Dynamics and Tempo</u></p> <p>Unit 2: Focus on Dynamics and Tempo</p> | <p><u>Exploring Feelings Through Music</u></p> <p>Unit 3: How Does Music Make the</p> | <p><u>Inventing a Musical Story</u></p> <p>Unit 4: How Does Music Teach Us About Our Neighbourhood?</p> | <p><u>Music that Makes You Dance</u></p> <p>Unit 5: How Does Music Make Us Happy?</p> | <p><u>Exploring Improvisation</u></p> <p>Unit 6: How Does Music Teach Us About Looking After Our Planet?</p> |



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| | | | How Does Music Teach Us About the Past? | World A Better Place? | | | |
| Year 3 | | <u>Developing Notation Skills</u> Unit 1: Developing Notation Skills How Does Music Bring Us Closer Together? | <u>Enjoying Improvisation</u> Unit 2: What Stories Does Music Tell Us About the Past? | <u>Composing Using Your Imagination</u> Unit 3: How Does Music Help To Make the World a Better Place? | <u>Sharing Musical Experiences</u> Unit 4: How Does Music Help Us Get To Know Our Community? | <u>Learning More about Musical Styles</u> Unit 5: How Does Music Make A Difference To Us Every Day? | <u>Recognising Different Sounds</u> Unit 6: How Does Music Connect Us With Our Planet? |
| YEAR 4 | | <u>Interesting Time Signatures</u> Unit 1: Interesting Time Signatures How Does Music Bring Us Together? | <u>Combining Elements to Make Music</u> Unit 2: Combining Elements to Make Music How Does Music Connect Us With Our Past? | <u>Developing Pulse and Groove Through Improvisation</u> Unit 3: How Does Music Improve our World | <u>Creating Simple Melodies Together</u> Unit 4: How Does Music Teach Us About Our Community? | <u>Connecting Notes and Feelings</u> Unit 5: How Does Music Shape Our Way of Life? | <u>Purpose, Identity and Expression in Music</u> Unit 6: How Does Music Connect Us With The Environment? |



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| <p>YEAR 5</p> | | <p><u>Getting Started with Music Tech</u></p> <p>Unit 1: Getting Started with Music Tech How Does Music Bring Us Together?</p> | <p><u>Emotions and Musical Styles</u></p> <p>Unit 2: Emotions and Musical Styles How Does Music connect Us With Our Past?</p> | <p><u>Exploring Key and Time Signatures</u></p> <p>Unit 3: How Does Music Improve our World?</p> | <p><u>Introducing Chords</u></p> <p>Unit 4: How Does Music Teach Us About Our Community?</p> | <p><u>Words, Meaning and Expression</u></p> <p>Unit 5: How Does Music Shape Our Way of Life?</p> | <p><u>Identifying Important Musical Elements</u></p> <p>Unit 6: How Does Music Connect Us With The Environment?</p> |
| <p>YEAR 6</p> | | <p><u>Developing Melodic Phrases</u></p> <p>Unit 1: Developing Melodic Phrases How Does Music Bring Us Together?</p> | <p><u>Understanding Structure and Form</u></p> <p>Unit 2: Understanding Structure and Form How Does Music Connect Us With Our Past?</p> | <p><u>Gaining Confidence Through Performance</u></p> <p>Unit 3: How Does Music Make the World a Better Place?</p> | <p><u>Exploring Notation Further</u></p> <p>Unit 4: How Does Music Teach Us About Our Community?</p> | <p><u>Using Chords and Structure</u></p> <p>Unit 5: How Does Music Shape Our Way of Life?</p> | <p><u>Respecting Each other through Composition</u></p> <p>Unit 6: How Does Music Connect Us With The Environment?</p> |