



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



EYFS

Subject specific focus from statutory framework for Early Years Foundation Stage

Music

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. 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 appreciating what they hear, respond to and observe.

Early learning goals that link to music:

EYFS Expressive arts and design

ELG Being imaginative and expressive

- 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.

In foundation stage the children.....

- Access a range of percussion instruments indoors and outdoors, and are taught their names.
- Explore how sounds can be changed and learn the related vocabulary e.g. loud/quiet, fast/slow.
- Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis.
- Listen to a range of music.
- Are encouraged to move in response to music.

Guidance for planning and provision is taken from the Musical Development Matters in the Early Years (Early Education, 2018)

‘Music should be seen as a core component of children’s learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.’ This document is a support to provide broad musical experience to our provision right through from 0-60+months, following the ELG and **Development Matters**.

The National Curriculum Y1-6

From Years 1 through to 6, Charanga Musical School – the online interactive music teaching and learning resource – is used extensively to aid pupils’ progression and learning development in music.

The **National Curriculum for Music at Key Stages 1 and 2** aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Therefore, Charanga’s online resource **Curriculum** (DfE, 2021) has been tailor made so that “the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.”



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



The Creative Curriculum

Fun, real-world music-making

Showcasing content from across the Charanga platform and newly commissioned materials, every unit in this Scheme is enjoyable to teach. The planning support is comprehensive, yet uncomplicated, and every unit offers flexibility to match your teaching style and timetable constraints. The Creative Curriculum is based off two main documents, the National Curriculum Music, and the Model Music Curriculum.

With a variety of musical activities to enjoy week after week, there's something for everyone – whether you're new to teaching, just getting started with Charanga, or simply looking to broaden the scope of your current curriculum.

Our Approach

- **Curriculum-aligned:** Charanga resources are designed to cover the National Curriculum for Music fully, ensuring teachers meet its statutory requirements while offering creative freedom.
- **Comprehensive and ready-to-use:** Each unit includes fully developed Teacher Guides, Medium-Term Plans, and Lesson Plans, providing you with everything you need to deliver high-quality music lessons confidently.
- **Structured progression:** Lesson sequences support the development of listening skills, vocal and instrumental technique, improvisation, and composition, enabling clear tracking of children's progress over time.
- **Differentiation built in:** Guidance is provided for less confident learners and more advanced pupils, allowing you to tailor activities to individual needs and maintain engagement across the classroom.
- **Practical and flexible:** Each lesson includes instructions, suggested activities, and opportunities for assessment. Teachers can adapt the plans to accommodate different class sizes, abilities, or timetable constraints without compromising core learning outcomes.
- **Engaging and inspiring:** Lessons incorporate a variety of musical experiences and opportunities, including singing, movement, story-based performance, and ensemble work, while supporting cross-curricular learning, motivating children, and fostering their love of music.
- **Teacher-focused:** Resources empower teachers with tips on vocal technique, rehearsal strategies, and classroom management, supporting both subject knowledge and pedagogical confidence.
- **Reflective and assessable:** Suggested questions and assessment approaches help you monitor learning, provide feedback, and celebrate children's progress.
- **Championing technology:** Unlike conventional schemes, our industry-leading digital tools are built into every lesson to amplify every child's creative voice, from Nursery through to Year 6.
- **Celebrating expertise:** These resources reflect our innovative approach to music education, rather than merely reproducing statutory guidance, positioning schools as forward-thinking and creative in their music provision.



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



EYFS and Continuous Provision	KS1	KS2
The Creative Curriculum document supports knowledge, skills and development in line with the non-statutory curriculum guidance for EYFS (Development Matters). The learning incorporates both teacher-led and child-led learning activities involving listening and responding to music, musical games, singing, playing instruments, improvising, composing and performing. The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. (Development Matters, page 9) The Nursery and Reception units enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way. (Development Matters, page 9) Musical teaching and learning are not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts and consolidate and deepen learning. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new. These activities support learning outside the music curriculum class time. There are clear aims, planning, and guidance about how they relate to the curriculum. These activities cover a wide range of expressive and creative learning as well as child development, both musically and more generally. However, due to the excellent EYFS provision we have at Bowerham, our team will be using these documents as resources and not a curriculum replacement.	Singing is at the heart of Key Stage 1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Songs, chants and listening to repertoire are suggested as a starting point. They are not set works, but provide guidance for teachers as they select repertoire appropriate to their school. Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2 and Key Stage 3. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be 'doing music' as much as possible, including performing their compositions and improvisations. Peer feedback will be an important element in developing their skills. The curriculum is technique-based, equipping pupils for progression beyond Key Stage 1. It will enable pupils to develop a love of music, refining their individual taste, as well as a strong internalised sense of pulse, rhythm and pitch, through a rich range of musical interactions including singing, moving, performing using untuned (e.g. wood block) and tuned (e.g. glockenspiels) instruments, creating music and active listening. Pupils will gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles. There should be frequent informal opportunities to perform and pupils should have the opportunity to hear high-quality live performance, either within school or in the wider community through other partners within the local Music Education Hub.	The Creative Curriculum at Key Stage 2 reflects the importance of these school years in terms of music progression. The key skills and techniques learnt build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3, and while singing remains a key thread throughout Key Stage 2 this curriculum will support other aspects of music making – in particular, the opportunity to access and make progress on a musical instrument. Instrumental teaching provision will be dependent on the availability of instruments and specialist teachers and the opportunities provided by the Music Education Hub partner delivering whole-class tuition. A case study of how this may work in practice is included as Appendix 5. Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Repetition of techniques is vital to consolidate and gain confidence, and songs, chants and listening repertoire are suggested as a starting point. Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3. Notation is introduced, initially using graphic score, but moving on to staff notation. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be 'doing music' as much as possible, including performing their compositions and improvisations both in their class and wider school audiences, at least once a term. There should be frequent informal opportunities to perform, and pupils should have the opportunity to hear high-quality live performances, either within school or in local concert settings. Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections.



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



Creative Music Scheme 'At a Glance'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Bounce Into Action I'm A Little Teapot, Getting Dressed, Days Of The Week,...	Rainbow Magic Rainbows, Sparkle, Twinkle Twinkle Little Star and Ring 'O Roses	Happy Talk If You're Happy And You Know It and Name Song	Amazing Animals Boing, Old Macdonald and Incy Wincy Spider	Number Fun Alice The Camel, Five Little Ducks, 1, 2, 3, 4, 5 and Five Fine Bumble Bees	Beep Beep Toot Toot The Wheels On The Bus, Row, Row, Row Your Boat and Roc...
Reception	Chant To The Animals Banana Rap and We're Going On A Bear Hunt	Creative Moves Marching Band and Magical Christmas Journey	Lilting Lullaby Baby Elephant	Number Time Hickory Dickory Dock and Ten Green Bottles	Wellbeing Matters Big Emotions - Binoculars Out, I Am Calm and I Feel Surprised	Rhythm Adventure ABC Song and The Bear Went Over The Mountain
Year 1	Rhyming In Time Find The Beat and Dancing Dinosaurs	Let's Start Singing Name Song, Babushka & Little Angel Gets Her Wings	Music Inspired By The World Around Us In The Sea	Exploring Rhythm Patterns Hey You! and Rhythm Grids	Sound And Pictures RSNO's Yoyo and the Little Auk	Highs And Lows Friendship Song
Year 2	Questions And Answers Hello and Hey Friends	Let's Keep Singing The Wee Kirkudbright Centipede, Babushka and Littl...	Sound And Symbol 1 A Glockenspiel Adventure!	Sound And Symbol 2 More Glockenspiel Adventures!	Around The World Hands Feet Heart	The Power Of Communication It's OK (Please Just Say)
Year 3	A Shining Performance Sparkle In The Sun	Sing And Move The King Of All Polar Bears and Five Gold Rings	Music And Video Be Safe Online	You Gotta Try You Gotta Try	Music And Sound Sinfonia Cymru's Regenerate: Seasons for Change Project 1	Sound Exploration RSNO's Sounds Of The Deep
Year 4	Create And Notate You Can See It Through	Singing and Traditions The King Of All Polar Bears and Five Gold Rings	Recycling Songs Plastic	Exploring Musical Contrasts Let Your Spirit Fly	FX Sound Effects YuStudio Underwater Project	Round And Round Frere Jacques and Row Row Row
Year 5	Shaping Music My Best Friend	Unlocking Vocal Potential Panto Pandemonium, Bells Ring Out and The...	Sounds Dramatic YuStudio A Spooky Story Project	Decoding Sound and Notation Heal The Earth	Carnival Time 1 Brazilian Samba Drumming - Part 1	Music Speaks YuStudio Hip Hop Project
Year 6	Discovering Grime YuStudio Grime Project	Express, Inspire And Perform Panto Pandemonium, Bells Ring Out and The...	Music Reimagined Sinfonia Cymru's Regenerate: Seasons for Change Project 3	Musical Sketches Roll Alabama	Music Remixed YuStudio Dragon Beats Project	The Grand Finale La Bamba

Charanga's Creative Music Scheme 'At a Glance' overview gives schools a clear, accessible snapshot of how the scheme supports high-quality music education across all year groups. It brings together the key strands of learning, progression, and creative opportunities in one simple visual, enabling teachers, subject leaders, and senior leadership teams to quickly understand how the curriculum develops musical skills, knowledge, and confidence from Nursery through to Year 6. Presenting the scheme structure in an easy-to-read format helps schools plan, monitor progression, and ensure inclusive musical experiences for every child - supporting both specialist and non-specialist teachers in delivering engaging, creative, and well-sequenced music learning.



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



KEY STAGE 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	Rhyming In Time (featuring Find The Beat & Dancing Dinosaurs) Unit 1 Learning Objectives 1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together.	Let's Start Singing (featuring Name Song, Babushka & Little Angel Gets Her Wings) Unit 2 Learning Objectives 1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing.	Music Inspired By The World Around Us (featuring In The Sea) Unit 3 Learning Objectives 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story.	Exploring Rhythm Patterns (featuring Hey You! and Rhythm Grids) Unit 4 Learning Objectives 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	Sound And Pictures (featuring RSNO's Yoyo and the Little Auk) Unit 5 Learning Objectives 1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story.	Highs And Lows (featuring Music is in My Soul) Unit 6 Learning Objectives 1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.
Enrichment	Harvest Assembly	Christmas Concert			Choral Speaking	



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



Artsmark
Silver Award
Awarded by Arts
Council England



Can I Skills	Bowerham 'Can I' Skills, taken from the Year 1 Creative Curriculum, Charanga.	
	Unit 1: Rhyming In Time	
	I can move in time with the beat if the music speeds up, I speed up; if it slows down, I slow down.	
	I can feel confident when I chant, rap or sing, and can make my voice sound just like the music.	
	I can understand that tempo means the speed of the music..	
	I can listen carefully to music that was written recently or a long time ago, and think about how it makes me feel.	
	Unit 2: Let's Start Singing	
	I can warm up my body and voice before singing.	
	I can enjoy learning and performing songs.	
	I can follow and create the melodic shape of a song.	
	I can listen carefully and respond to music.	
	I can articulate words clearly while singing.	
	I can perform confidently with my classmates.	
	Unit 3: Music Inspired By the World Around Us	
	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling.	
	I can dance, sing along, or make sounds that go with a song's words and tune.	
	I can get ideas for making music from the world around me, like the sound of rain or a busy street.	
	I can make music using my voice, my body (like clapping!), or the instruments in our classroom.	
	I can be brave and share my music with other people.	
	I can talk about how music makes me feel and describe the sounds that I hear.	
	Unit 4: Exploring Rhythm Patterns	
	I can find patterns in music that happen again and again, and join in by clapping, singing, or playing.	
	I know repeated patterns are called ostinatos.	
	I can make up my own beat patterns using long sounds, short sounds, and quiet bits.	
	I can listen to a musical question and give a musical answer.	
	I can put singing, rapping, and clapping together to perform a little piece of music.	
	I can read rhythms made from symbols or blobs, and I can write my own rhythms down too.	
	Unit 5: Sound and Pictures	
	I can show if music is high or low (pitch), fast or slow (tempo), and loud (forte) or quiet (piano) (dynamics) by using my voice and my body.	
	I can use my voice to play copycat games and perform a short, rhythmic rap with my friends.	
	I can choose sounds from my voice, body, and instruments to create a sound picture that tells a story.	
	I can invent my own symbols for sounds and create a 'musical map' (a graphic score) for my friends to follow.	
	I can go on a 'musical adventure' to listen to songs from around the world and talk about how they sound and make me feel.	
	Unit 6: Highs and Lows	
	I can listen to a song and play a game with arrows (↑ ↓ →) to show if the notes go up, down, or stay the same.	
	I can tell the difference between rhythm and pitch, and I can draw the shape of the tune in the air.	
	I can be a 'sound detective' and listen for high, low, and middle sounds all around me.	
	I can create my own body percussion pattern with stomps and claps, and use symbols like circles and triangles to write it down.	
	I can be a star performer, sing my song and play my percussion piece for an audience, and talk about my favourite musical moments.	



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 2	Questions and Answers (featuring Hello plus Hey Friends) Unit 1 Learning Objectives 1. Understand what timbre means and identify percussion instruments by their sound. 2. Improvise using Question and Answer phrases on untuned instruments	Let's Keep Singing (featuring The Wee Kirkudbright Centipede, Babushka and Little Angle Gets her Wings) Unit 2 Learning Objectives 1. Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	Sound and Symbol 1 (featuring Glockenspiel Music World Course – Part 1) Unit 3 Learning Objectives 1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each make a sound.	Sound and Symbol 2 (featuring Glockenspiel Music World Course – Part 2) Unit 4 Learning Objectives 1. Recognise and write music using dots (blobs), sticks and stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.	Around the World (Featuring Hands Feet Heart) Unit 5 Learning Objectives 1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds.	The Power of Communication (featuring It's OK (Please Just Say)) Unit 6 Learning Objectives 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.
Enrichment	Harvest Assembly	Nativity		Singing Festival	Choral Speaking	



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



Can I Skills	Bowerham 'Can I' Skills, taken from the Creative Curriculum, Charanga
	Unit 1: Questions and Answers
	I can know which of the instrument we use is being played, if I close my eyes and listen.
	I can clap and play rhythms that I have made up by myself.
	I can enjoy singing clearly and I can also hum the tune of the songs I have learnt.
	Unit 2: Let's Keep Singing
	I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time.
	I can sing in tune with others, listening carefully to match pitch and stay together as a group.
	I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests.
	I can use gestures, facial expressions, and movements to bring the story or mood of the song to life.
	I can sing loudly or quietly, fast or slow, and know the difference.
	Unit 3: Sound and Symbol 1
	I can play short pieces using one, two and three notes.
	I can tell which note is the highest pitch, which is the lowest and which is in the middle.
	I can tell you how instruments make sound: a part of them has to vibrate
	I can recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument.
	I know you can make sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate.
	Unit 4: Sound and Symbol 2
	I can make up my own music using our classroom instruments.
	I can write and play from dots, sticks and stave notation.
	I can identify the strong beat in a bar of music.
	I can write and play patterns using the Rhythm Grid tool/printouts.
	I can follow the music we have written using Music Explorer
	I can demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo).
	Unit 5: Around the World
	I can listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes.
	I know that tempo means speed.
	I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves!
	I can name the different instruments I hear in a song.
	I can play simple tunes on instruments by following a pattern.
	I can make music with my friends by singing and playing together as a team.
	I can talk about how performing music makes me feel and what I like about a song
	Unit 6: The Power of Communication
	I can show what a song is about using my singing voice and my hands.
	I can sing parts of a song all by myself and show feelings with my voice.
	I can use puppets to share happy thoughts and feelings.
	I can practice with my friends to get ready for a show and perform our songs or rhymes for others.
	I can think about my feelings and my friends' feelings to help me sing with my whole heart



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



KEY STAGE 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	A Shining Performance (featuring Sparkle in the Sun) Unit 1 Learning Objectives 1. Be confident with reading and playing G, A and B (doh re me) in a new context. 2. Use creative ideas inspired by different stimuli to improve a performance.	Sing And Move (featuring The King of All Polar Bears and Five Gold Rings) Unit 2 Learning Objectives 1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	Music and Video (featuring Be Safe Online) Unit 3 Learning Objectives 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	You Gotta Try (featuring You Gotta Try) Unit 4 Learning Objectives 1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	Music and Sound (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 1) Unit 5 Learning Objectives 1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	Sound Exploration (featuring RSNO's Sounds of the Deep) Unit 6 Learning Objectives 1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.
	Enrichment Harvest Assembly	Christingle Concert			Choral Speaking	End of Year Assembly



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



Artsmark
Silver Award
Awarded by Arts
Council England



Can I Skills	Bowerham 'Can I' Skills, taken from the Creative Curriculum, Charanga
	Unit 1: A Shining Performance
	I can point out the notes G, A, and B in a new song.
	I can compose my own music inspired by a story, a picture, or a feeling.
	I can add actions to songs and keep in time with my friends.
	I can look at a piece of music and point to the five lines (the stave) and the clef.
	Unit 2: Sing and Move
	I can sing a 2-part song with accurate pitch and timing.
	I can perform a melody or duet with clear accompaniment.
	I can listen carefully and adjust my voice to blend with others.
	I can identify and describe contrasting musical traditions and stories.
	I can reflect on how different songs express culture and meaning.
	Unit 3: Music and Video
	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling.
	I can dance, sing along, or make sounds that go with a song's words and tune.
	I can get ideas for making music from the world around me, like the sound of rain or a busy street.
	I can make music using my voice, my body (like clapping!), or the instruments in our classroom.
	I can be brave and share my music with other people.
	I can talk about how music makes me feel and describe the sounds that I hear.
	Unit 4: You Gotta Try
	I can keep a steady pulse and recognise rhythm patterns.
	I can perform syncopated rhythms accurately on different instruments.
	I can sing and play notes with accurate pitch and rhythm.
	I can use changes in tempo and dynamics to make my performance expressive.
	I can perform my part confidently as part of an ensemble whilst others play their parts.
	Unit 5: Music and Sound
	I can listen carefully to different pieces of music and identify similarities, differences, and can start to describe the pieces in relation to timbre, tempo, structure and dynamics.
	I know Vivaldi composed during the Baroque era.
	I can contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato.
	I can help create a structure for our music by putting our ideas into different sections and help notate them on a graphic score.
	I can rehearse with my group, helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre.
	I can perform our composition confidently as part of an ensemble, using music and movement to communicate our theme to the audience.
	Unit 6: Sound Exploration
	I can listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear.
	I can respond to music in different ways, such as by creating artwork or using movement to show changes in the sound.
	I can make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to melody and pitch.
	I can notice changes in the music like tempo and dynamics, and use my voice, body, or instruments to show them.
	I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Create And Notate (featuring You Can See it Through) Unit 1 Learning Objectives - Copy and improvise short melodic phrases. - Compose short structured piece using Music Explorer.	Singing and Tradition (featuring The King of All Polar Bears and Five Gold Rings) Unit 2 Learning Objectives - Sing 2-part songs as duets or melody and accompaniment with accurate pitching. - Understand contrasting traditions and stories.	Recycling Songs (featuring Plastic) Unit 3 Learning Objectives - Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. - Collaborate in groups to create a structured song and confidently record and present the performance using digital tools.	Exploring Musical Contrasts (featuring Let Your Spirit Fly) Unit 4 Learning Objectives - Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato/legato and crescendo/decrescendo. - Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.	FX Sound Effects (featuring YuStudio Underwater Project) Unit 5 Learning Objectives - Use sound effects to add drama and realism to a film clip. - Begin to make compositional decisions, considering mood, timing, and narrative impact.	Round and Round (featuring Frere Jacques and Row Row Row) Unit 6 Learning Objectives - Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. - Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques.
Enrichment	Harvest Assembly	Christingle Concert			Choral Speaking	End of Year Assembly



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



Can I Skills	Bowerham 'Can I' Skills, taken from the Creative Curriculum, Charanga
	Unit 1: Create and Notate
	I can create and play short musical phrases using five notes of a pentatonic scale.
	I can use Music Explorer to create a composition with a structure.
	I can make decisions about the overall structure of my improvisations/compositions, using techniques such as repetition.
	Unit 2: Singing and Traditions
	I can sing a 2-part song with accurate pitch and timing.
	I can perform a melody or duet with clear accompaniment.
	I can listen carefully and adjust my voice to blend with others.
	I can identify and describe contrasting musical traditions and stories.
	I can reflect on how different songs express culture and meaning.
	Unit 3: Recycling Songs
	I can research a topic and summarise key facts for a song.
	I can compose lyrics that communicate a meaningful message.
	I can perform a song with expression and dynamics.
	I can collaborate in a group to create musical sections.
	I can record and share my creative work confidently.
	Unit 4: Exploring Musical Contrasts
	I know that forte means loud, piano means quiet, staccato means short, and legato means smooth.
	I can play instruments confidently, using tuned and untuned parts.
	I can identify and perform musical contrasts in pitch, dynamics, and articulation.
	I can sing the main and second vocal parts accurately and with expression.
	I can keep my own line whilst others play different parts.
	I can play or sing a whole song with my group, making sure we all start and stop together, listen so no one is too loud, and play the loud (forte) and quiet (piano) parts at the right time.
	Unit 5: FX Sound Effects
	I can choose and perform sound effects to enhance a video scene.
	I can record natural or digital sounds and layer them to create a dramatic effect.
	I can experiment with timing, volume, and texture to match actions on screen.
	I can collaborate with others to create a cohesive soundscape
	I can evaluate my sound effects and make adjustments to improve mood and realism.
	Unit 6: Round and Round
	I can sing songs and rounds with small and large pitch leaps.
	I can maintain accurate pitch and rhythm and use dynamics when performing with others.
	I can listen to my classmates and adjust my singing to blend in an ensemble.
	I can perform songs confidently to an audience.
	I can reflect on my performance and suggest ways to improve.



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 5	Shaping Music (featuring My Best Friend) Unit 1 Learning Objectives 1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	Unlocking Vocal Potential (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas) Unit 2 Learning Objectives 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.	Sounds Dramatic (featuring YuStudio A Spooky Story Project) Unit 3 Learning Objectives 1. Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions individually or in groups.	Decoding Sound and Notation (featuring Heal The Earth) Unit 4 Learning Objectives 1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	Carnival Time 1 (featuring Samba Course – Part 1) Unit 5 Learning Objectives 1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call & Response sections, integrating learned patterns into full samba compositions.	Music Speaks (featuring YuStudio Hip Hop Project) Unit 6 Learning Objectives 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.
Enrichment	Harvest Assembly	Christingle Concert		Singing Festival	Choral Speaking	End of Year Assembly



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



Artsmark
Silver Award
Awarded by Arts
Council England



Can I Skills	Bowerham 'Can I' Skills, taken from the Creative Curriculum, Charanga	
	Unit 1: Shaping Music	
	I can improvise confidently, reflecting the character of the backing music.	
	I know how to write a piece of music with Music Notepad using an appropriate clef and adding details such as dynamics.	
	I know what ternary form is.	
	I can read and play melodies from written music, understanding how different notes (like crotchets and quavers) and time signatures (2/4, 3/4, 4/4) work together to create rhythm.	
	Unit 2: Unlocking Vocal Potential	
	I can sing as part of an ensemble or choir, blending my voice with those around me.	
	I can demonstrate how to sing in phrases and with feeling.	
	I can perform confidently as part of a choir.	
	Unit 3: Sounds Dramatic	
	I can create melodies, drum beats, and bass lines using YuStudio.	
	I can hear the difference between major and minor chords.	
	I can experiment with sound effects to enhance my composition.	
	I can plan and write a story that guides my musical choices.	
	I can record and layer musical elements to build a complete track.	
	I can perform and evaluate my work, reflecting on areas for improvement	
	Unit 4: Decoding Sound and Notation	
	I can listen carefully to different pieces of music and identify their key features, purpose, and emotional impact.	
	I can read and play notated melodies accurately using classroom instruments	
	I can explore musical contrasts such as dynamics, tempo changes, and note articulation.	
	I can compare pieces of music, discussing similarities and differences in style and structure.	
	I can work collaboratively to perform melodies and instrumental parts with control and expression.	
	Unit 5: Carnival Time	
	I can perform samba rhythms accurately using body percussion and instruments.	
	I can demonstrate ensemble awareness by listening and responding to others while performing.	
	I can hold my own rhythm steady and in time while playing with the group.	
	I can follow hand signals and cues to maintain timing and coordination.	
	I can create my own call-and-response patterns and contribute to a group composition.	
	I can perform confidently in front of an audience, reflecting on my musical skills and creative decisions.	
	Unit 6: Music Speaks	
	I can set up a project in a suitable hip-hop key and program a foundational drum beat using kicks, snares, and hi-hats.	
	I can compose a chord sequence, original melodies and basslines that fit a chosen key using virtual instruments and the piano roll.	
	I can import audio samples and apply sound effects like risers, EQ, and delay to enhance my track.	
	I can arrange my composition by looping, duplicating, and removing sections to build an engaging song structure.	
	I can mix my track by adjusting the volume of each element to create a clear and balanced final sound.	
	I can take creative control over my music, making artistic decisions to produce and save a complete hip-hop track.	



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
YEAR 6	Discovering Grime (featuring YuStudio Grime Project) Unit 1 Learning Objectives 1. Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	Express, Inspire and Perform (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas) Unit 2 Learning Objectives 1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	Music Reimagined (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3) Unit 3 Learning Objectives 1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	Musical Sketches (featuring Roll Alabama) Unit 4 Learning Objectives 1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	Music Remixed (featuring Dragon Beats) Unit 5 Learning Objectives 1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	The Grand Finale (featuring La Bamba) Unit 6 Learning Objectives 1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.
Enrichment	Harvest Assembly	Carol Singing in town Christingle Concert	Young Voices		Choral Speaking	End of Year Assembly End of Year Production



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



Artsmark
Silver Award
Awarded by Arts
Council England



Can I Skills	Bowerham 'Can I' Skills, taken from the Creative Curriculum, Charanga
	Unit 1: Discovering Grime
	I can explore Grime music and create my own beats by understanding its origins and key features, and by layering drum sounds using tempo, bars, and loops.
	I can develop my Grime track by using a synthesiser, adding rap vocals, creating an intro, using sound effects, and adjusting the mix.
	I can make creative decisions and perform my music by developing my own ideas, presenting my compositions, and reflecting on my musical choices.
	Unit 2: Express, Inspire and Perform
	I can give examples of how a performance can be improved by how and where we stand on the stage.
	I am confident performing songs in two or more parts.
	I can demonstrate how to walk onto and off the stage and respond to the audience.
	Unit 3: Music Reimagined
	I can listen to different pieces of music and discuss how they represent a theme like climate change.
	I can use digital software (YuStudio) to arrange musical loops and samples to begin creating a composition.
	I can add my own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics.
	I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape.
	I can complete, save, and share my finished digital music composition with others.
	Unit 4: Musical Sketches
	I can listen to music and identify its melodic, rhythmic, and dynamic features.
	I can create short musical sketches using Music Notepad.
	I can notate my musical ideas clearly to share with others.
	I can perform my composition confidently, using dynamics and appropriate articulations. (Staccato, Legato for example)
	I can reflect on my own and others' work to improve my compositions.
	Unit 5: Music Remixed
	I can create my own drumbeat, bassline, and melody to build a track in YuStudio.
	I can select, add, and remix loops from the original song to use in my own work.
	I can arrange the different parts and layers of my track to create a complete song structure.
	I can make creative decisions to change and improve my remix, like changing instrument sounds.
	I can share my final remix and discuss my own work and the work of others.
	Unit 6: The Grand Finale
	I can sing La Bamba and other selected songs accurately, keeping in time and in tune.
	I can sing rounds and partner songs with confidence and coordination.
	I can perform solo or small ensemble lines, blending effectively with others.
	I can contribute to a group performance with appropriate expression, dynamics, and style.
	I can create my own original lyrics or an instrumental part to contribute to a class performance.
	I can reflect on our musical performance, identifying strengths in areas like rhythm, style, and stage presence.



MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School and Baby Unit



EYFS Statutory Framework



EYFS_statutory_frame
work_for_group_and_s

EYFS Development Matters



DfE_Development_Ma
tters_Report_Sep2023

EYFS Musical Development Matters



Musical-Development
-Matters-ONLINE.pdf

The National Curriculum – Music



PRIMARY_national_cu
rriculum_-_Music.pdf

The Model Music Curriculum



Model_Music_Curricul
um_Full.pdf

Other Documents Linked to the Creative Curriculum on Charanga



Musical Progression
Map - Nursery and R



Map - Year 1 to Year



Scheme Glossary.pdf



Scheme Overview.pdf



Unit Vocabulary
Overview.pdf