



St James & St John C.E. Primary School

Music Overview (2022 – 2023)

Following Charanga Music Scheme Overview

Broad Knowledge, Skills and Learning Outcomes By Area and Year Group

Area 1: Listening and Responding to Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Using Musical Language	Can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	Can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	Can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	Can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	Can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	can demonstrate a basic understanding of how feelings can connect with/relate to music.	can demonstrate a basic understanding of how feelings can connect with/relate to music.	can identify and describe feelings as they relate to music.	can identify and describe a variety of contrasting feelings as they relate to music.	can identify and describe a variety of contrasting feelings as they relate to music.	can identify and describe a variety of contrasting feelings as they relate to music
Understanding and identifying musical styles and the socio-historical connections and context of music	can demonstrate some basic understanding of musical style.	can demonstrate some basic understanding of musical style.	can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music	can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.



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Area 2: Understanding and Using the Language of Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and using differences in pitch and note duration	can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
●Understanding and applying the concepts	can demonstrate an understanding of the basic concepts of improvisation and composition.	can demonstrate an understanding of the basic concepts of improvisation and composition.	can make an informed decision as to which notes to use when composing and improvising with the song	can make an informed decision as to which notes to use when composing and improvising with the song	can make an informed decision as to which notes and expression to use when composing and improvising with the song	can make an informed decision as to which notes and expression to use when composing and improvising with the song.
●Creating melody according to guidelines			can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.
Following instrumental parts in a group performance			When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece).	When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.



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Area 3: Developing Performance Awareness Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling the pulse/beat	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music	I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	I can demonstrate a basic understanding of the importance of posture and technique when performing.	I can demonstrate a basic understanding of the importance of posture and technique when performing.	I can demonstrate an understanding of the importance of posture, diction and technique when performing.	I can demonstrate an understanding of the importance of posture, diction and technique when performing.	I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	I can introduce my performance(s).	I can introduce my performance(s).	When planning, rehearsing, introducing and performing the song:	When planning, rehearsing, introducing and performing the song:	When planning, rehearsing, introducing and performing the song:	When planning, rehearsing, introducing and performing the song:
● Reflecting upon preparation and the context of the piece itself	I can introduce my performance(s).	I can introduce my performance(s)	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
● Understanding and applying learning from the Musical Spotlight			● I can understand and apply learning from the Musical Spotlight.	● I can understand and apply learning from the Musical Spotlight.	● I can understand and apply learning from the Musical Spotlight.	● I can understand and apply learning from the Musical Spotlight.

Respect

Honesty

Resilience

Courage