

### Contents.

1. **Intent, Implementation, and Impact.**
2. **The National Curriculum.**
3. **Units of work by term.**
4. **Year group overviews.**
5. **Progressive knowledge by strand.**

### Intent

Through inspirational teaching, all our children have the confidence to achieve success in a safe and healthy school with Christian values at its core. 'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' DfE, National Curriculum. At Deddington Primary School our aim is to provide a music curriculum which will enable each child to reach their full potential in music, encourage children to enjoy singing, composing, and performing and provide children with the opportunity to perform in front of an audience both within and outside of school. Deddington School use Charanga Music Scheme, with support for OCMS to empower all schools to develop a rich music provision as part of a broad and balanced curriculum. The framework is split into five sections (curriculum, instrumental, singing, performance and leadership) and is designed to support schools to develop their music provision and gather evidence on the intent, implementation, and impact of their music curriculum.

### Implementation

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can be. We use The Charanga Musical School Scheme. This provides class teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory, and child-led approach to musical learning. 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. Children in KS1 and KS2 receive weekly music lessons in which they will listen to, appraise, perform, and compose music from a range of genres. As part of the Charanga Music scheme, all children in KS2 will receive half a term of whole class instrumental sessions. This will be provided by the class teacher or a specialist teacher from OCMS. Children in Early Years will follow the EYFS Framework. The three areas related to Music are Expressive Arts and Design, Physical Development and Communication. This framework provides opportunities to listen to, perform and compose music in a range of styles and genres Pupils are given the opportunity to reflect on their learning and development using a range of assessment types including peer assessment. During the year, all children will have the opportunity to develop their understanding, skills, and knowledge in music. We are very proud of our musical achievements at Deddington. We welcome parents to our annual music concert, linked to an ARTS Week, in the church, as well as end of year whole school productions and Key Stage Nativity performances. We offer a mixture of teacher and instrumental lessons taught by staff from Oxfordshire County Music Service. This will be in the form of group or individual lessons. After school/lunchtime choirs, instrumental groups and Musical Theatre sessions allow children of all ages and abilities to mix and perform. Impact. • Children enjoy music lessons and have a love of making music and an appreciation of a range of musical styles.

### Impact

Children enjoy music lessons and have a love of making music and an appreciation of a range of musical styles and genres. • Children will have a passion for and commitment to a diverse range of musical activities. • Across the school, there will be an excellent understanding of how musical provenance - the historical, social, and cultural origins of music - contributes to the diversity of musical styles. • Instrumental tuition from is supported throughout the school and helps to contribute to the school community and local community via workshops, concerts, clubs, and assembly performances. • Rates of participation in musical after school clubs and extra-curricular activities will be strong. • Achievement and success within music opportunities is high and there is progress within the OCMS Pitch Up framework.

**The National Curriculum for Music across Key Stages**

**Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically and listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select, and combine sounds using the inter-related dimensions of music.

**Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.

- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

**Progression of Skills**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Using voices</b>	<p>Speak and chant together. Sing songs showing increasing vocal control. Sing songs in different styles conveying different moods. Co-ordinate actions to go with a song. Sing in time to a steady beat. Perform an action or a sound.</p>	<p>Sing a variety of songs with more accuracy of pitch. Sing words clearly and breathing at the end of phrases. Convey the mood or meaning of the song. Sing with a sense of control of dynamics(volume) and tempo (speed). Echo sing a short melodic phrase. Identify if the pitch is getting higher or lower or is staying the same and copy with their voices. Follow a leader (teacher)starting and stopping together.</p>	<p>Sing songs in a variety of styles with confidence, with an increasing number from memory. Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly longer phrases with accuracy with an awareness of the phrases in a song. Understand that posture, breathing, and diction are important. Demonstrate an awareness of character or style in performance. Chant or sing a round in two parts. Sing songs with a recognised structure</p>	<p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. Sing songs showing musical expression. Sing two/three-part rounds with more confidence and increasing pitch accuracy. Sing confidently as part of a small group or solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently.</p>	<p>Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a simple second part of a two-part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics, and accuracy of pitch, for a special occasion.</p>	<p>Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a simple second part of a two-part song with confidence. Maintain own part in a round Perform a song from memory with attention to phrasing, dynamics, and accuracy of pitch, for a special occasion</p>
<b>Using classroom instruments</b>	<p>Play instruments by shaking, scraping, rattling, tapping etc. Play in time to a steady beat, using instruments or body sounds. Play loudly, quietly, fast, slow. Imitate a rhythm pattern on an instrument. Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. Play a single pitched note to accompany a song (drone). Play with help the rhythmic pattern of a spoken sentence. Follow simple hand signals indicating loud/quiet and start/stop</p>	<p>Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter. Perform a repeated two note melodic ostinato to accompany a song. Perform a rhythm accompaniment to a song. Perform a sequence of sounds using a graphic score. Work and perform in smaller groups. Follow a leader (teacher) starting and stopping together. Demonstrate some confidence in performing as a group and as an individual.</p>	<p>Keep a steady beat on an instrument in a group or individually. Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat. Use tuned percussion with increasing confidence. Copy a short melodic phrase by ear on a pitched instrument. Play using symbols including graphic and / or simple traditional notation. Follow simple hand directions from a leader. Perform with an awareness of others. Combine musical sounds with narrative and movement</p>	<p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Play music that includes rests. Use tuned percussion instruments with increasing confidence to accompany songs and improvise. Play by ear – find known phrases or short melodies using tuned instruments. Play music in a metre of two or three time. Read and play from some conventional music symbols. Combine instrumental playing with narrative and movement. Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. Perform to an audience of adults, an assembly or</p>	<p>Perform on a range of instruments in mixed groups to an audience, with confidence. Read and play with confidence from conventional or graphic notation. Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble. Perform own compositions to an audience. Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</p>	<p>Perform on a range of instruments in mixed groups to an audience, with confidence. Read and play with confidence from conventional or graphic notation. Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble. Perform own compositions to an audience. Use an mp3 recorder/video recorder to keep a record of work in progress and record performances</p>

## Deddington Primary School Music Curriculum overview

<p><b>Exploring</b></p>	<p>Different sounds made by the voice and hands (timbre). High and low sounds (pitch) Long and short sounds (duration). Loud and quiet sounds (dynamics). Fast and slow sounds (tempo). Pitch shapes (moving up and down) and rhythmic patterns.</p>	<p>Ways in which sounds are made and can be changed. Long and short sounds (rhythm – duration). The rhythm patterns of words and sentences. Changes in pitch. Sequences of sound. Sounds in response to a stimulus. How sounds can be manipulated to convey different effects and moods.</p>	<p>Longer – shorter / faster - lower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. Pitch notes moving by step and by leap. Symbols to represent sound (graphic scores / traditional notation). The sounds of different instruments TIMBRE and how they can represent pictures/ stories/ moods. The different sounds (timbres) that one instrument can make. How the musical elements can be combined to compose descriptive music</p>	<p>Sounds to create particular effects. Rhythm patterns in music from different times and places. The pentatonic scale. Pitched notes that move by steps and/ or leaps to make short phrases/melodies. Music that describes feelings or moods. Combining and controlling sounds to achieve a desired effect. Music that incorporates effective. Silences (rests). Different groupings of beats (metre of 2/3)</p>	<p>Chords / harmony – concord and discord. Scales, such as PENTATONIC, RAG, BLUES. Texture created by layering rhythmic and/or melodic ostinatos . Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel, Folk African etc. Improvising in a variety of styles.</p>	<p>Chords / harmony – concord and discord. Scales, such as PENTATONIC, RAG, BLUES. Texture created by layering rhythmic and/or melodic ostinatos. Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc. Improvising in a variety of styles.</p>
<p><b>Composing</b></p>	<p>Add sound effects to a story. Choose musical sound effects to follow a story line or match a picture. Use graphics/symbols to portray the sounds they have made. Sequence these symbols to make a simple structure (score). Compose own sequence of sounds without help and perform.</p>	<p>Short melodic phrases. Short repeated rhythmic patterns (ostinati). Rhythm patterns from words. A piece of music that has a beginning, middle, and end. Music that has long and short sounds, and/or changes in tempo, timbre, and dynamics, in small groups. Music that conveys different moods</p>	<p>Words and actions to go with songs. A simple rhythmic accompaniment to go with a song, using ostinato patterns. Music that has a recognisable structure; Beginning, Middle and End or verse/chorus. Music that tells a story, paints a picture, or creates a mood. Music that uses repetition / echo.</p>	<p>A simple rhythmic accompaniment to a song using ostinato patterns and drones. A simple melody from a selected group of notes. Music that has a recognisable structure. A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect. Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience.</p>	<p>Create own simple songs reflecting the meaning of the words. Compose music that reflects given intentions. Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. Refine own compositions after discussion. Use a range of symbols to record compositions. Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions.</p>	<p>Create own simple songs reflecting the meaning of the words. Compose music that reflects given intentions. Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. Refine own compositions after discussion. Use a range of symbols to record compositions. Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</p>
<p><b>Listening</b></p>	<p>Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement /dance to the different musical characteristics and moods of music. Recognise the sounds of the percussion instruments used in the classroom and identify and name them</p>	<p>Listen with increased concentration. Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds. Recognise how sounds are made. Identify different qualities of sound.</p>	<p>Listen with concentration to longer pieces / extracts of music. Listen to live/recorded extracts of different kinds of music and identify where appropriate; a steady beat / no steady beat a specific rhythm pattern or event, the speed (TEMPO) of the music, the volume (DYNAMICS), the melody using appropriate musical terms/language.</p>	<p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language. Recognise music from different times and countries identifying key</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. Identify and discuss ‘what happens when’ within simple musical structures. Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre, and</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. Identify and discuss ‘what happens when’ within simple musical structures. Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre, and</p>

## Deddington Primary School Music Curriculum overview

				elements that give it its unique sound.	tempi) in an extract of live or recorded music.	tempi) in an extract of live or recorded music
<b>Appraising</b>	Begin to use musical terms (louder / quieter, faster /slower, higher/lower). Begin to articulate how changes in speed, pitch and dynamics effect the mood	Recognise and respond to different changes of speed /volume and pitch Respond through movement/dance to different musical characteristics and moods. Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created	Identify common characteristics. Recognise some familiar instrumental sounds in recorded music. Identify repetition in music. Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. Listen to their own compositions and use musical language to describe what happens in them.	Identify repeated rhythmic or melodic phrases in live or recorded music. Identify whether a song has a verse/chorus or call and response structure. Identify the use of metre in 2 or 3 in a piece of recorded or live music. Recognise the combined effect of layers of sound by listening to their own arrangements, compositions, and recordings.	Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions, and cultures, including performances of their own and others' compositions. Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.	Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions, and cultures, including performances of their own and others' compositions. Use musical vocabulary and knowledge to help identify areas for development or refinement when composing

	Key vocabulary	Musical styles
<b>Reception</b>	loud/quiet: Volume of sound (dynamics) - fast/slow: Speed of music (tempo) - high/low: Pitch of sound - clap/tap/sing: Basic musical actions - drum/shaker/triangle: Simple percussion instruments	Nursery rhymes Christmas songs for Nativity Simple Christmas carols
<b>Year 1</b>	beat: Steady pulse in music - pulse: Underlying regular beat - pattern: Repeated sequence of sounds - melody: Tune of the music - crescendo: Gradually getting louder	Nativity Christmas songs Christmas carols Carnival of the animals BBC Ten pieces In the groove – Bhangra/baroque/Latin/folk Hey, you – old style hip hop
<b>Year 2</b>	rhythm: Pattern of long and short sounds - long/short notes: Duration of notes - tune: Series of pitches forming a melody - forte: Loud dynamic marking - piano: Soft dynamic marking	Nativity Christmas songs Christmas carols Storm BBC Ten pieces Hands, feet, heart – Afro pop I wanna play in a band - rock
<b>Year 3</b>	crotchet: Quarter note - quaver: Eighth note - minim: Half note - scale: Sequence of notes in order	Nativity Christmas songs Christmas carols In the Hall of the Mountain King BBC Ten pieces Let your spirit fly – RnB Three Little Birds - Reggae
<b>Year 4</b>	semibreve: Whole note - dotted notes: Notes with extended duration - syncopation: Off-beat rhythm - chord: Two or more notes played together - tone colour: Quality of sound (timbre)	Nativity Christmas songs Christmas carols Anna Meredith Connect it BBC Ten pieces Mamma Mia- Pop/ABBA Blackbird – Pop/Beatles
<b>Year 5</b>	Major/minor Scales and keys Harmony and melody rondo	Nativity Christmas songs Christmas carols Firebird BBC Ten pieces Living on a prayer – Rock Fresh Prince of Bel Air - Rap
<b>Year 6</b>	Notation Sharps and flats -raise and lower pitch Modulation	Nativity Christmas songs Christmas carols Plants vs Zombies BBC Ten pieces

## Deddington Primary School Music Curriculum overview

	sonata	Contemporary Music Happy – Neo/soul
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Musical experience <b>Red happens every year</b> Black arranged on a yearly basis	For September 2026 OCMS Introduction to music instruments to link to Music lessons for the year.	<b>Choir to perform at Christmas Farmers Market. Featherston House care home</b>	Rock Band/Drumming	<b>Christchurch cathedral singing service</b>	Orchestra/singing workshop <b>Choir to perform at School Summer Fete</b>	<b>Show</b>
EYFS Charanga units	<b>Me!</b>	Nativity Production Singing Improve Performing	<b>Big Bear Funk</b>	<b>Arts week prep</b> Ten pieces Lark Ascending	<b>Music around the world</b>	<b>Our World</b>
Year 1	<b>Hey you</b> (Old style hip hop)	Nativity Production Singing Improve Performing	<b>Chime bars</b>	Arts week Ten pieces Carnival of the animals Art – masks mural for display	<b>Your imagination</b> (Pop) <b>In the groove</b> (Blues/ Baroque/ Latin Bhangra/ Folk/ Funk links across history and culture)	Show Music/ Singing and performance
Year 2	<b>Hands, feet, heart</b> (Afro pop/South Africa)	Nativity Production Singing Improve Performing	<b>Chime bars</b>	Arts week Ten pieces 'Storm' weather theme Poetry	<b>I wanna play in a band</b> (rock)	Show Music/ Singing and performance
Year 3	<b>Let your spirit fly</b> (RnB)	Christmas Concert Singing Improve Performing	<b>Three Little Birds</b> (Reggae)	Arts week prep 'In the Hall of the Mountain King' Creative writing 'In the cave of the.... In the depths of the.....'/masks for the mountain king/drama-dance to the music.	<b>Ocarina</b>	Show Music/ Singing and performance
Year 4	<b>Ocarina</b>	Christmas Concert Singing Improve Performing	<b>BlackBird</b> Pop/Beatles	Arts week prep Ten pieces Anna Meredith 'Connect it – no place like home' Dance/poetry	<b>Mamma Mia</b>	Show Music/ Singing and performance
Year 5	<b>Living on a prayer</b> (Rock)	Christmas Concert Singing Improve Performing	<b>Fresh Prince of Bel Air</b> (Rap)	Arts week prep Ten pieces 'Fire bird'	<b>Tootflute</b>	Show Music/ Singing and performance
Year 6	<b>Happy</b> (pop/Neo soul)	Christmas Concert Singing Improve Performing	<b>Tootflute</b>	Arts week prep Ten pieces Plants vs Zombies Computer based music composition Dr Who theme	<b>Music and me Celebrating woman in the music industry</b> (contemporary)	Show Music/ Singing and performance

