WHOLE SCHOOL PROGRESSION PLANNING: MUSIC

This plan (2026/27) is based on the **English Model Music Curriculum Scheme v2** that can be found on the Charanga home page, then choosing Schemes and then it's on the drop down menu. To login to click on this link https://charanga.com/user/login username: 204089 password: uzffephraz

The following document outlines the areas/units of Music to be covered across the school year. Teachers should be flexible in making decisions about their choices of learning steps within lessons & time will be given for professional dialogue around this. Charanga music school planning & resources are directly linked to the strands within the Dfe's Model Music Curriculum.

Cycle A 2026 - 2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Elm (Charanga - Year 1)	**Unit 1 – My Musical Heartbeat** Every piece of music has a musical heartbeat. It is called the 'pulse' or the 'beat'. When listening & singing to the music, pupils try to find & keep a pulse or steady beat. They will march, clap or sway in time - find a movement that helps to keep the beat. **EYFS reference - Sing a range of rhymes & songs Perform songs/rhymes & poems & move in time with music**	**Unit 2 – Dance, Sing & Play!** Music is made up of long & short sounds called 'rhythm' and high & low sounds that we call 'pitch'. As pupils dance, sing, and play instruments in this unit, they will explore these sounds & how they work together. **EYFS reference - Sing a range of rhymes & songs Perform songs, rhymes & poems, moving in time with music**	**Unit 3 – Exploring Sounds** Music is made up of high & low sounds, long & short sounds, and loud & quiet sounds. Pupils will explore these sounds and create your own very simple melodies. **EYFS reference - Sing a range of rhymes & songs Perform songs, rhymes & poems & move in time with music**	**Unit 4 – Learning to Listen** Listening to music is very important. Pupils can listen with your eyes & ears and they can also feel sounds in their body. What can pupils hear in this unit? **EYFS reference - Sing a range of rhymes & songs Perform songs, rhymes & poems & move in time with music**	**Unit 5 – Having Fun with Improvisation (yr1)** Improvising is an exciting activity where pupils create something new. This can be a melody or a rhythm. Pupils will improvise & they can do this either on their own or in groups **EYFS reference - Sing a range of nursery rhymes and songs Perform songs, rhymes & poems & move in time with music**	**Unit 6 – Let's Perform Together!** Singing, dancing and playing together is 'performing'. Performing together is great fun! Pupils plan a performance together to celebrate some songs they have learnt. **EYFS reference - Sing a range of nursery rhymes and songs Perform songs, rhymes & poems & move in time with music**
Ash (Year 1 & 2 units)	**Unit 1 – My Musical Heartbeat (yr1)** Every piece of music has a musical heartbeat. It is called the 'pulse' or the 'beat'. When listening & singing to the music, pupils try to find & keep a pulse or steady beat. They will march, clap or sway in time - find a movement that helps to keep the beat.	**Unit 1 – Pulse, Rhythm & Pitch (yr2)** Music has a pulse or steady beat. Music has long & short and high & low sounds - called 'rhythm' & 'pitch'. These elements combine when pupils sing and play. As pupils listen to, sing, play and move to the music, they explore these elements of	**Unit 3 – Exploring Sounds (yr1)** Music is made up of high & low sounds, long & short sounds, and loud & quiet sounds. Pupils will explore these sounds and create their own very simple melodies.	**Unit 3 – Inventing a Musical Story (yr2)** Music is used for many reasons and can tell a story & express feelings. Music can be loud or soft, fast or slow, smooth & connected, or short & detached. Pupils will explore music & use instruments to	**Unit 5 – Having Fun with Improvisation (yr1)** Improvising is an exciting activity where pupils create something new. This can be a melody or a rhythm. Pupils will improvise & they can do this either on their own or in pairs.	**Unit 5 – Exploring Improvisation** Pupils will explore improvisation further in this unit. Pupils will use two or three notes and explore creating and then playing or singing on their own or in pairs or trios.

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		music & how they work together.		communicate a story and different emotions.		
Oak (Year 3 & 4 units)	**Unit 1 – Writing Music Down (yr3)** Long & short (rhythm) and high & low (pitch) sounds can be represented by symbols. Pupils will explore how these can be written on a stave & the special musical names that they have.	**Unit 1 - Musical Structures (yr4)** Pupils will study verses and choruses that either repeat, alternate or keep changing, to create the structure (form) of a piece or song. They will look for patterns in sections of music and songs.	**Unit 3 – Compose Using Your Imagination (yr3)** Pupils will use their imagination to create compositions in this unit. Pupils will show what they imagine & find sounds that represent what they want to show.	**Unit 3 - Compose With Your Friends (yr4)** Pupils will Identify the 'home note' that makes a melody or a song sound right (or resolved) when listening, singing & playing instruments	**Unit 5 - Enjoying Improvisation (yr3)** Pupils will learn more about & recognise the structures of and patterns in tunes, and also improvise over a section of a musical piece	**Unit 5 – Expression and Improvisation (yr4)** Improvisation is a way to express feelings. Pupils will make their improvisations more expressive in this unit and add dynamics.
Beech (Year 4 & 5 units)	**Unit 1 - Musical Structures (yr4)** Pupils will study verses and choruses that either repeat, alternate or keep changing, to create the structure (form) of a piece or song. They will look for patterns in sections of music and songs.	**Unit 1 – Melody & Harmony in Music (yr5)** A melody (tune) is a group of notes played one after another. 'Melody' contrasts with 'harmony'. Harmony means notes played at the same time. Composers think of a melody & then add harmony to it. Pupils will explore voices that sing melodies & instruments that create harmonies.	**Unit 3 – Compose with Your Friends (yr4)** There is often a 'home note', or where a melody should 'land'. It makes a melody or a song sound like it has been resolved. Pupils will listen, sing & play instruments to explore this important note in musical pieces.	**Unit 3 - Composing & Chords (yr5)** Three or more pitches played together create chords in music. Chords provide the basis for accompaniment in music. Pupils will create chords in compositions to make music that is really interesting.	**Unit 5 - Expression & Improvisation (yr4)** Pupils will convey feelings and use 'dynamics' - loud and quiet sounds - to make an improvisation more expressive.	**Unit 5 – Freedom to Improvise (yr5)** Improvisation gives you the freedom to express yourself musically. An 'interval' in music is the distance between two pitches. Pupils will explore using notes next to each other (stepping motion) & others that lie further apart (skipping motion).
Willow (Year 5 & 6 units)	**Unit 1 – Melody & Harmony in Music (yr5)** A melody (tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'.	**Unit 1 – Music & Technology (yr6)** Nowadays, music and songs are often created using a DAW (digital Audio Workstation).	**Unit 3 - Composing & Chords (yr5)** Three or more pitches played together create chords in music. Chords	**Unit 3 – Creative Composition (yr6)** By using chords in compositions, music can be created that is	**Unit 5 – Freedom to Improvise (yr5)** Improvisation gives us the freedom to express ideas.	**Unit 5 – Improvising with Confidence** Pupils will learn about phrasing & dynamics.

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	Harmony means notes played at once. Pupils will explore voices that sing melodies & instruments that create harmonies.	Pupils will explore the difference between the live sounds and digital sounds in pieces.	provide the basis for accompaniment in music. Pupils will create chords in compositions to make music that is really interesting.	harmonious and accompanies a melody. Pupils will explore how chords are used in music by listening & responding and carrying out composition activities.	An 'interval' in music is the distance between two pitches. Pupils will explore using notes next to each other (stepping motion) & others that lie further apart (skipping motion).	A 'phrase' is a 'musical sentence'. A melody is made up of these. Pupils will combine phrases & change the dynamics to make more interesting or exciting pieces of music.

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Cycle B 2027 - 2028	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Elm (Charanga - Year 1)	**Unit 1 – My Musical Heartbeat** Every piece of music has a musical heartbeat. It is called the 'pulse' or 'beat'. When listening & singing, pupils try to find & keep a pulse or steady beat. They will march, clap or sway in time - find a movement that helps to keep the beat. **EYFS reference - Sing a range of rhymes & songs Perform songs/rhymes & poems & move in time with music**	**Unit 2 – Dance, Sing & Play!** Music is made up of long & short sounds called 'rhythm' and high & low sounds that we call 'pitch'. As pupils dance, sing, and play instruments in this unit, they will explore these sounds & how they work together. **EYFS reference - Sing a range of rhymes & songs Perform songs, rhymes & poems, moving in time with music**	**Unit 3 – Exploring Sounds** Music is made up of high & low sounds, long & short sounds, and loud & quiet sounds. Pupils will explore these sounds and create your own very simple melodies. **EYFS reference - Sing a range of rhymes & songs Perform songs, rhymes & poems & move in time with music**	**Unit 4 – Learning to Listen** Listening to music is very important. Pupils can listen with your eyes & ears and they can also feel sounds in their body. What can pupils hear in this unit? **EYFS reference - Sing a range of rhymes & songs Perform songs, rhymes & poems & move in time with music**	**Unit 5 – Having Fun with Improvisation (yr1)** Improvising is an exciting activity where pupils create something new. This can be a melody or a rhythm. Pupils will improvise & they can do this either on their own or in groups **EYFS reference - Sing a range of nursery rhymes and songs Perform songs, rhymes & poems & move in time with music**	**Unit 6 – Let's Perform Together!** Singing, dancing and playing together is 'performing'. Performing together is great fun! Pupils plan a performance together to celebrate some songs they have learnt. **EYFS reference - Sing a range of nursery rhymes and songs Perform songs, rhymes & poems & move in time with music**

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Ash (Year 1 & 2 units)	**Unit 2 – Dance, Sing & Play! (yr1)** Music is made up of long & short sounds called 'rhythm' and high & low sounds called 'pitch'. As pupils dance, sing & play instruments in this unit, they will explore these sounds & how they work together.	**Unit 2 – Playing in an Orchestra (yr2)** Playing together in bands, orchestras or ensembles is an important part of learning music. Pupils will learn more about what an orchestra is and does.	**Unit 4 – Learning to Listen (yr1)** Listening to music is very important. Pupils can listen with your eyes & ears and they can also feel sounds in their body. What can pupils hear in this unit?	**Unit 4 – Recognising Different Sounds (yr2)** Voices or different instruments work together to create harmony in music. Pupils will explore the voices & instruments to identify how & when harmony takes place.	**Unit 6 – Let's Perform Together! (yr1)** Singing, dancing and playing together is 'performing'. Performing together is great fun! Pupils plan a performance together to celebrate some songs they have learnt.	**Unit 6 – Our Big Concert (yr2)** Pupils will present some songs to create a performance. They will introduce the songs and tell their chosen audience what they have learnt.
Oak (Year 3 & 4 units)	**Unit 2 – Playing in a Band (yr3)** Pupils will start to read the notation of an easy instrumental part. When people sing or use instruments to play two or more different pitches at the same time, we can hear musical harmony. Pupils explore singing & playing instruments together to create harmony.	**Unit 2 – Exploring Feelings When You Play (yr4)** Sometimes, the music we hear highlights a word or has a special effect on a song lyric to make it stand out. Pupils will explore how special effects can make song lyrics more meaningful.or can communicate moods.	**Unit 4 – More Musical Styles (yr3)** Music, with all its styles, has changed & shaped lives around the world. When music changes from loud (forte) to quiet (piano)or quiet to loud, there is a change of dynamics. Pupils explore these changes in dynamics within musical pieces.	**Unit 4 – Feelings Through Music (yr4)** Music can help express feelings. Music can be loud or quiet, fast or slow, smooth & connected or detached. Pupils use instruments with different sounds to communicate different emotions & to connect feelings to music pieces.	**Unit 6 – Opening Night (yr3)** Pupils will create and present a short performance of some songs from previous lessons. They will present what has been learnt about them and how they fit into the musical world.	**Unit 6 – The Show Must Go On! (yr4)** Pupils will create and present a band or small group performance to others. They will Introduce the performance with an understanding of what the songs or pieces are about and any other connections between them.
Beech (Year 4 & 5 units)	**Unit 2 – Exploring Feelings When You Play (yr4)** Sometimes, the music we hear highlights a word or has a special effect on a song lyric to make it stand out. Pupils will explore how special effects can make song lyrics more meaningful.or can communicate moods.	**Unit 2 – Sing and Play in Different Styles (yr5)** Singing & playing music with different grooves from around the world, is part of group music. 'Tempo' refers to the speed of the beat & this can stay the same or change during a song. Pupils will explore the tempos of pieces when singing & playing.	**Unit 4 – Feelings Through Music (yr4)** Music can help us express our feelings. Music can be loud or quiet, fast or slow, smooth & connected or detached. Pupils use instruments with different sounds to communicate different emotions & connect feelings to music pieces.	**Unit 4 – Enjoying Musical Styles (yr5)** There are many different styles of music. Something that makes music so interesting is 'texture' - the layers of sound heard in a piece. Pupils explore how voices and instruments combine to create texture in music.	**Unit 6 – The Show Must Go On! (yr4)** Pupils will create and present a paired or small group performance to others. They will Introduce the performance with an understanding of what the songs or pieces are about & explain any links between them.	**Unit 6 – Battle of the Bands! (yr5)** Pupils create a performance with a mix of music & songs. Pupils perform in small groups or as a whole class. Pupils introduce their music & think about what their audience

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						would like to see and hear.
Willow (Year 5 & 6 units)	**Unit 2 – Sing and Play in Different Styles (yr5)** Singing & playing music with different grooves from other places, is part of class music. 'Tempo' refers to the speed of the beat. This can stay the same or change in a song. Pupils will explore the tempos of pieces when singing & playing.	**Unit 2 – Developing Ensemble Skills (yr6)** Pupils will use dynamics and expression & read a notated instrumental part. Pupils will gradually change the dynamics of music to make pieces more exciting.	**Unit 4 – Enjoying Musical Styles (yr5)** There are many different styles of music. 'Texture' makes music interesting' - the layers of sound heard in a musical piece. Pupils explore how voices & instruments combine in a piece to create texture.	**Unit 4 – Musical Styles Connect Us (yr6)** Singing or playing music is powerful & can bring together people from various backgrounds. Pupils will explore how different styles of music have developed from different social themes.	**Unit 6 – Battle of the Bands! (yr5)** Pupils will perform a mix of music & songs. Pupils will perform in small groups or as a whole class. Pupils introduce their music & think about their intended audience.	**Unit 6 – Farewell Tour (yr6)** Pupils will take time to plan and include the songs and music that represents their class. Pupils will perform chosen pieces in small groups or as a whole class.