

**Sandgate School**  
**Music Curriculum Overview.**

**School Themes / Charanga Themes / Assessment**

Group	Term	Module	Focus	Component Knowledge
<b>EYFS:</b> Cats and Helm  <b>KS1:</b> Bessyboot and Wetherlam	Yr 1, Autumn 1  Cycle B	<b>Introducing Instruments</b>  Themes: Happy Families The Spirit of Christmas	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Stills/animates to sound</li> <li>• Works coactively</li> <li>• Works independently</li> <li>• Makes choices with assistance</li> <li>• Makes choices independently</li> <li>• Recognises name</li> <li>• Remembers structure/copies actions.</li> <li>• Begins to sing/vocalise/sign.</li> </ul>
EYFS: Cats and Helm  KS1: Bessyboot and Wetherlam	Yr. 1, Cycle B, Spring 1	<b>Exploring Instruments</b>  Themes: Food Glorious Food Once Upon A Time	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Stills/animates to sound</li> <li>• Works coactively</li> <li>• Works independently: can use hands independently.</li> <li>• Makes choices with assistance</li> <li>• Makes choices independently</li> <li>• Recognises name</li> <li>• Remembers structure/copies actions.</li> <li>• Begins to sing/vocalise/sign.</li> </ul>
EYFS: Cats and Helm  KS1: Bessyboot and Wetherlam	Yr. 1, Cycle B Summer 2	<b>Introducing sway</b>  Themes: Under the Sea	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/performance</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Stills to sound/animates</li> <li>• Works coactively</li> <li>• Plays one instrument only</li> </ul>

			<ul style="list-style-type: none"> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Alternates between instruments</li> <li>Makes choices with assistance</li> <li>Makes choices independently</li> <li>Begins to sing/vocalise/sign</li> </ul>
EYFS: Cats and Helm  KS1: Bessyboot and Wetherlam  Pre Sandgate Steps	Yr. 2, cycle A Autumn 2  Yr 1 Autumn	Introducing Sway  The Spirit of Christmas	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Stills to sound/animates</li> <li>Begins to anticipate</li> <li>Touches/plays for a short time</li> <li>Plays for longer</li> <li>Plays with confidence</li> <li>Plays one instrument only</li> <li>Alternates between instruments</li> <li>Makes choices with assistance</li> <li>Makes choices independently</li> <li>Begins to sing/vocalise/sign.</li> <li>Joins in anticipating response.</li> </ul>
EYFS: Cats and Helm  KS1: Bessyboot and Wetherlam  Pre Sandgate Steps	Yr. 2 Cycle A Spring 1	Introducing March  Helping Hands	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> </ul>	<ul style="list-style-type: none"> <li>Stills to sound/animates</li> <li>Begins to anticipate</li> <li>Moves co-actively</li> <li>Moves independently</li> <li>Moves with the beat.</li> <li>Plays coactively</li> <li>Plays independently</li> <li>Plays with the beat</li> <li>Plays with an awareness of style.</li> <li>Plays independently with a beater</li> <li>Plays with an awareness of style with a beater.</li> </ul>

				<ul style="list-style-type: none"> <li>Begins to sing/vocalise/sign</li> <li>Begins to anticipate</li> <li>Begins to join in appropriately</li> </ul>
<p>EYFS: Cats and Helm</p> <p>KS1: Bessyboot and Wetherlam</p> <p>Pre Sandgate Steps</p>	<p>Yr. 2, cycle A Summer</p> <p>Yr 1 Summer</p>	<p>Introducing Loud and Quiet.</p> <p>If you go down to the woods</p> <p>Where The Wild Things Are Beside The Seaside.</p>	<ul style="list-style-type: none"> <li>Singing</li> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Stills to sound/animates</li> <li>Begins to anticipate</li> <li>Listens with concentration to live and recorded music.</li> <li>Reacts to change</li> <li>Plays an instrument in the Tutti [all together] section</li> <li>Plays with an awareness of style.</li> <li>Makes choices either independently or with support.</li> <li>Begins to sing/vocalise/sign</li> <li>Begins to anticipate</li> <li>Begins to join in appropriately</li> </ul>
<p>Pre –Sandgate Steps Classes.</p> <p>Lower KS2: Green Gable Grassmoor ScoutScar</p>	<p>Y2, Cycle A Autumn 1</p> <p>Yr 1, Autumn 2 Autumn</p>	<p>Contrast</p> <p>Whatever The Weather</p> <p>Come Join The Celebration</p> <p>Charanga Unit 4: Introducing Sway</p>	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Stills to sound/animates</li> <li>Begins to anticipate</li> <li>Can comment on what they hear.</li> <li>Plays co-actively</li> <li>Plays with an awareness of style</li> <li>Shows a preference for metal/wood.</li> <li>Makes choices either independently or with support.</li> <li>Begins to sing/vocalise/sign</li> <li>Begins to/confidently anticipate/s</li> <li>Begins to /joins in appropriately</li> </ul>

Pre Sandgate Steps	Yr 2. Cycle A Spring 1	<b>Imitation</b>  Fairies and Frogs  Charanga Unit 2: Introducing March  Music to be assessed  Never Eat Shredded Wheat.	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Stills to sound/animates</li> <li>• Begins to anticipate</li> <li>• Can comment on what they hear.</li> <li>• Makes key sound on cue [vocal, switch, SGD]</li> <li>• Stops key sound on cue [vocal, switch, SGD]</li> <li>• Makes choices either independently or with support.</li> <li>• Begins to sing/vocalise/sign</li> <li>• Begins to/confidently anticipate/s</li> <li>• Begins to /joins in appropriately</li> </ul>
Pre Sandgate Steps	Yr 2, cycle A Summer1	<b>Waltz</b> How Does Your Garden Grow  Happy Families  Charanga Unit 3 – Introducing Loud and Quiet	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Stills to sound/animates</li> <li>• Begins to anticipate</li> <li>• Can comment on what they hear.</li> <li>• Imitates the modelled sound</li> <li>• Plays with a sense of beat.</li> <li>• Makes choices either independently or with support.</li> <li>• Begins to sing/vocalise/sign</li> <li>• Begins to/confidently anticipate/s</li> <li>• Begins to /joins in appropriately</li> </ul>
Lower KS 2: Green Gable Grassmoor Scout Scar	Yr 1, Cycle A Summer 2			
Lower Key Stage 2	Yr 1, cycle B	<b>March</b>	<ul style="list-style-type: none"> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to anticipate</li> </ul>

Green Gable Grassmoor  Scout Scar	Autumn 2	Pirates Spirit of Christmas.	<ul style="list-style-type: none"> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Can comment on what they hear.</li> <li>• Imitates modelled sound</li> <li>• Plays with a sense of beat.</li> <li>• Plays with awareness of partner</li> <li>• Makes choices either independently or with support.</li> <li>• Can make appropriate choices on what they hear.</li> <li>• Will sing/vocalise/sign</li> <li>• Begins to/confidently anticipate/s</li> <li>• Begins to /joins in appropriately</li> </ul>
Lower KS2 Green Gable and Grassmoor And Scout Scar	Yr 1, Cycle B Spring 1	Loud and Quiet. Famous Five  Charanga Unit 2 – Exploring Instruments	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to anticipate</li> <li>• Can comment on what they hear.</li> <li>• Accepts a given role in solo and group work.</li> <li>• Plays with an awareness of their role in solo and group work.</li> <li>• Plays chosen instrument at the given time.</li> <li>• Makes choices either independently or with support.</li> <li>• Can make appropriate choices on what they hear.</li> <li>• Will sing/vocalise/sign</li> <li>• Begins to/confidently anticipate/s</li> <li>• Begins to /joins in appropriately.</li> </ul>
Lower KS2 Green Gable and Grassmoor And	Yr 2 Summer	Boogie Train  Beside The Seaside.	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to anticipate</li> <li>• Can comment on what they hear.</li> <li>• Begins to positively appraise themselves and peers.</li> <li>• Plays in a group</li> </ul>

Scout Scar		Charanga unit 3: Choosing Instruments	<ul style="list-style-type: none"> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Stops when music stops</li> <li>• Accepts their role as part of a main group</li> <li>• Accepts their role as soloist.</li> <li>• Makes choices either independently or with support.</li> <li>• Can make appropriate choices on what they hear.</li> <li>• Will sing/vocalise/sign</li> <li>• Begins to/confidently anticipate/s</li> <li>• Begins to /joins in appropriately</li> </ul>
Upper Key Stage 2: Blencathra	Yr 1, Cycle A Autumn 1	Instrumental Skills Come and Join the Celebration Charanga Unit 16: Directing	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates</li> <li>• Comments on what they hear</li> <li>• Begins to positively praise their own work and that of others.</li> <li>• Makes a choice with help</li> <li>• Makes an independent choice</li> <li>• Matches cards to instruments</li> <li>• Recognise a cue to play</li> <li>• Can make appropriate choices on what they hear.</li> <li>• Shows awareness of mood and style</li> <li>• Plays with a partner.</li> <li>• Will sing/vocalise/sign.</li> </ul>
Upper Key Stage 2: Blencathra	Yr 1, cycle A Spring 2	Shape, Tap, Ring Green Fingers	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates sound “whoosh” for example.</li> <li>• Comments on what they hear</li> <li>• Begins to positively praise their own work and that of others.</li> <li>• Vocalises/gestures sound “whoosh” for example.</li> <li>• Creates appropriate instrumental sound</li> </ul>

				<ul style="list-style-type: none"> <li>Plays appropriate sound in the correct place.</li> <li>Controls sound effectively</li> <li>Plays specified instrument at correct time.</li> <li>Plays specified instrument with control.</li> <li>Will sing/vocalise/sign.</li> </ul>
Upper Key Stage 2 Blencathra	Yr 1, Cycle A Summer 1	<b>Playing In A Group.</b> May the Force be with you Charanga unit 18: Shhhhhh!	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> </ul> Singing	Joins in actions: anticipates/vocalises/plays. Comments on what they hear <ul style="list-style-type: none"> <li>Begins to positively praise their own work and that of others.</li> <li>Creates an appropriate sound</li> <li>Plays appropriate sound in correct place</li> <li>Begins to show an awareness of pulse</li> <li>Plays appropriate style and volume</li> <li>Accepts and executes role of: Player: group and solo.</li> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Upper Key Stage 2 Blencathra	Yr 2, cycle B Autumn 2	<b>Directing</b> The Spirit of Christmas Music to be assessed	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> </ul> Singing	<ul style="list-style-type: none"> <li>Comments on what they hear</li> <li>Begins to positively praise their own work and that of others.</li> <li>Follows directions to play in a chorus</li> <li>Follows directions to play solo</li> <li>Directs the group using flash cards.</li> <li>Directs the group using gesture.</li> <li>Follows direction to play.</li> <li>Chooses appropriately</li> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>

Upper Key Stage 2 Blencathra	Yr 2, Cycle B Spring 2	<b>Playing in a group</b>  <b>From out of the shadow</b>  <b>Charanga unit 15: Playing in a group</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on what they hear</li> <li>• Begins to positively praise their own work and that of others.</li> <li>• Recognises and reacts to verbal prompts: <ul style="list-style-type: none"> <li>• With subtle prompt</li> <li>• Without Prompt</li> </ul> </li> <li>• Selects a flash card, and finds associated instruments with: <ul style="list-style-type: none"> <li>• Verbal prompts</li> <li>• Subtle prompts</li> <li>• Without prompts</li> </ul> </li> <li>• Chooses appropriately</li> <li>• Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Upper Key Stage 2	Yr 2 Summer 2	<b>Environmental Project</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Playing/Performance</li> <li>• Composition</li> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on what they hear</li> <li>• Begins to positively praise their own work and that of others.</li> <li>• Can begin to identify the inter-related elements of music in recorded, live, and the music of their peers.</li> <li>• Anticipates getting quieter</li> <li>• Shows awareness of getting quieter</li> <li>• Shows gross motor control</li> <li>• Shows fine motor control</li> <li>• Gives examples of getting quieter</li> <li>• Follows directions to play quieter.</li> <li>• Selects appropriate instruments for the task.</li> <li>• Selects with: Verbal prompts</li> <li>• Subtle prompts</li> <li>• Without prompts</li> </ul>



				<ul style="list-style-type: none"> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle A Autumn 2	<b>Using Flash Cards.</b>  Hot Off The Press Come Join The Celebration.	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Comments on what they hear</li> <li>Begins to positively praise their own work and that of others.</li> <li>Can begin to identify the inter-related elements of music in recorded, live, and the music of their peers.</li> <li>Matches a card to an instrument</li> <li>Responds when they see their card.</li> <li>Starts on sight of card.</li> <li>Stops when card is out of sight.</li> <li>Clear leadership when using flash cards.</li> <li>Creates an appropriate sound</li> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle A Spring 2	<b>Music to Dance To;</b>  Maya, the City of Stone  Charanga unit Create: Music to dance to.	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> </ul>	<ul style="list-style-type: none"> <li>Comments on what they hear</li> <li>Begins to positively praise their own work and that of others.</li> <li>Can begin to identify the inter-related elements of music in recorded, live, and the music of their peers.</li> <li>Listens carefully</li> <li>Can play with appropriate volume level with control: either independently or with support.</li> <li>Accepts a solo role</li> <li>Plays with dexterity and awareness in role.</li> <li>Accepts a group role: waiting, turn taking.</li> <li>Makes independent choices.</li> </ul>

			<ul style="list-style-type: none"> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Creates an appropriate sound</li> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle A Summer 2	<p><b>Composition</b> <b>Eco Warriors -</b> <b>Environmental Unit</b></p> <p>To be assessed</p>	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Comments on what they hear</li> <li>Begins to positively praise their own work and that of others.</li> <li>Can begin to identify the inter-related elements of music in recorded, live, and the music of their peers.</li> <li>Recognises instrument flash card.</li> <li>Responds when they see their card.</li> <li>Directs group using card</li> <li>Starts on sight of card</li> <li>Gives clear indication.</li> <li>Can make an independent choice.</li> <li>Can make a choice appropriate for the theme/subject.</li> <li>Can begin to put sounds together.</li> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle B Autumn	<p><b>Patterns</b> <b>The Spirit of Christmas</b></p> <p>Charanga unit create: Make a music video</p>	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> </ul>	<ul style="list-style-type: none"> <li>Comments on what they hear</li> <li>Begins to positively praise their own work and that of others.</li> <li>Can begin to identify the inter-related elements of music in recorded, live, and the music of their peers.</li> <li>Follows direction</li> <li>Anticipates direction.</li> </ul>

			<ul style="list-style-type: none"> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Creates a pattern using flash cards for support.</li> <li>Creates a pattern using flash cards independently.</li> <li>Follows direction</li> <li>Anticipates direction.</li> <li>Can make an independent choice.</li> <li>Can make a choice appropriate for the theme/subject.</li> <li>Can begin to put sounds together. Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle B Spring 1	<b>Pulse</b> Commotion in the Ocean Charanga unit 19: Playing Quietly	<ul style="list-style-type: none"> <li>Listening</li> <li>Playing/Performance</li> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Comments on what they hear</li> <li>Begins to positively praise their own work and that of others.</li> <li>Can begin to identify the inter-related elements of music in recorded, live, and the music of their peers.</li> <li>Shows fine motor control</li> <li>Shows stylistic awareness</li> <li>Shows a sense of structure</li> <li>Shows a sense of ensemble</li> <li>Can maintain a regular pulse: slow and fast</li> <li>Can make an independent choice.</li> <li>Can make a choice appropriate for the theme/subject.</li> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle B Summer	<b>Pitch</b> The Tutors	<ul style="list-style-type: none"> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Comments on what they hear</li> <li>Begins to positively praise their own work and that of others.</li> </ul>

		Periods, Events and Changes.	<ul style="list-style-type: none"> <li>Playing/Performance</li> <li>Composition</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Can begin to identify the inter-related elements of music in recorded, live, and the music of their peers.</li> <li>Shows potential awareness of step wise motion</li> <li>Shows a clear understanding of step wise motion</li> <li>Can begin to improvise using step wise motion</li> <li>Is showing some fluency in step wise motion.</li> <li>Shows refined coordination</li> <li>Follows directions</li> <li>Can make an independent choice.</li> <li>Can make a choice appropriate for the theme/subject.</li> <li>Will sing/vocalise/sign with increasing awareness and control.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle C Autumn 2	<b>Patterns</b>  Come and Join the Celebration  Music: Charanga unit 22: Patterns	Create Write and Record Film	<ul style="list-style-type: none"> <li>Bringing together progressive knowledge learnt, students will:</li> <li>Listen</li> <li>Direct</li> <li>Compose</li> <li>Perform</li> <li>Appraise</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle C Spring 2	Abracadabra!  Music to be assessed	Create and arrangement with a beginning, middle and end Create a custom set of samples Create and perform an arrangement of dance music.	<ul style="list-style-type: none"> <li>Use voice</li> <li>Select and Compose</li> <li>Use music technology.</li> </ul>
Key Stage 3 Fairfield Haystacks Glaramara	Cycle C Summer 1	A World of Cracking ideas  Charanga Unit 24: Pitch	Create a piece of music. Record a piece of music  Using the inter-related dimensions of music:	<ul style="list-style-type: none"> <li>Add individual drums together in a matrix to create a complete beat</li> </ul>

			<ul style="list-style-type: none"> <li>• With physical support</li> <li>• With gestural support</li> <li>• With verbal support</li> <li>• Independently</li> </ul> <p>Each YP within the group will have a positive contribution to make towards the final project.</p>	<ul style="list-style-type: none"> <li>• Play with a range of loud and soft dynamics</li> <li>• Choose and record a harmonic pattern with up to two variations</li> <li>• Choose an appropriate tempo Step 2 - The Voice Add words/vocalisations to the composition</li> <li>• Vocalise in high and low pitches</li> <li>• Conduct the group</li> <li>• Create and record a simple lyric</li> <li>• Explore and use vocal effects Step 3 - Improvisation Record an 8-bar improvisation</li> <li>• Choose a keyboard timbre</li> <li>• Create and play a graphic score</li> <li>• Record a melodic improvisation using a scale</li> <li>• Conduct, and respond to visual instructions</li> </ul>
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