| **Class** | **Autumn****Live Music Concert 24/11/25** | **Spring****Live Music Concert 26/01/26** | **Summer****Live Music Concert 11/05/26** |
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| **Wolves****Explorers Pre NC** | **Dimensions units****Let’s Play****Blast Off****Tell us a story****Objectives** •Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with the music.•Know the names of some basic tuned instruments and untuned percussion. •Know and understand simple words related to tempo e.g. fast and dynamics e.g. Loud •Invent, adapt and recount narratives and stories with peers and their teacher | **Charanga****Musical Monday 1****10/11/24****Bounce in to Action.****Unit 1 –** **Learning Objectives**1. Find the beat of the music. 2. Develop fine and gross motor skillsFor this unit, you will need a bag and three handheld percussion instruments for the activity called ‘What’s in the bag?’ | **Dimensions units****Come fly with me – Asia****No place like home.****Objectives**• Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music• Know a range of simple songs • Know about music from world heritages and a range of cultures.• Know the names of some basic tuned instruments and untuned percussion.• Explore the different sounds of instruments. | **Charanga****Musical Monday 2****2/3/25****Rainbow Magic**Rainbows, Sparkle, Twinkle Twinkle Little Star, Ring 'O Roses.**Unit 2** **Learning Objectives**1. Sing lyrics clearly. 2. Know that songs can tell a storyFor this unit, you will need a small selection of handheld percussion instruments for the activity called “What’s in the bag?” | **Dimensions unit****Over the rainbow****Objectives**• Perform songs and stories with others and - when appropriate try to move in time with music.• Know the names of some basic tuned instruments and untuned percussion.• Know and understand the elements of tempo and dynamics.  | **Charanga****Musical Monday 3****1/6/25****Happy Talk**If You're Happy and You Know It, Name Song.**Unit 3****Learning objectives**1. Sing whole songs. 2. Respond to musical messages and changes**.**For this unit, you will need a selection of handheld classroom percussion instruments - enough for everyone to have one each. |
| **Bears****Pathfinders A** | **Dimensions****Animal Crackers****Food glorious food****Objectives**•perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.•know a range of simple songs.•know the names of some simple tuned instruments and untuned percussion.•know and understand the elements of tempo and dynamics.•sing a range of well-known nursery rhymes and songs. | **Charanga****Musical Monday 1****10/11/24****Chant to the animals****Unit 1 Learning Objectives**1. Explore and learn chants that tell a story.2. Know that a chant uses speaking voices musically.For this unit, you will need a bag and three handheld percussion instruments for the activity called ‘What’s in the bag?’ | **Dimensions****If you go down to the woods****Objectives**•invent, adapt and recount narratives and stories with peers and their teacher•perform songs, rhymes, poems and stories with others•know the names of some basic tuned instruments and untuned percussion •know and understand the elements of tempo and dynamics.**Happily, ever after**Use their voices confidently in different ways.Recognise and explore how sounds can be made and changed.Respond appropriately to musical instructions.Respond verbally and physically to different musical moods.Create and choose sounds in response to given starting points.Follow pitch movements with their hands and use high, low and middle voices. | **Charanga****Musical Monday 2****2/3/25****Lilting Lullaby****Unit 2 Learning Objectives**1. Pitch match with accuracy when singing.2. Feel the lilt of a 2–3 pattern of beats in music with five beats.You will need three handheld percussion instruments for this unit. | **Dimensions****Unity in the community****Objectives**Use their voices confidently in different ways.Recognise and explore how sounds can be made and changed.Identify long and short sounds in music.Respond appropriately to musical instructions.Mu8 Create and choose sounds in response to given starting points | **Charanga****Musical Monday 3****1/6/25****Wellbeing matters****Unit 3 Learning Objectives**1. Learn to explore and share emotions.2. Follow a leader to play loudly and quietly.You will need handheld percussion instruments for this unit. |
| **Lemurs****Pathfinders B** | **Dimensions****Land Ahoy****Objectives**Use their voices confidently in different ways.Recognise and explore how sounds can be made and changed. Respond appropriately to musical instructions.Respond verbally and physically to different musical moods. Create and choose sounds in response to given starting points. Repeat short, rhythmic and melodic patterns to a given beat.Select and order sounds within simple structures and sounds in response to given starting points.Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.Represent sounds with symbols.Play musical instruments with expression and control, listening and observing carefully.Identify the beat and join in getting faster and slower together. Recognise and explore how sounds can be organised.Begin to sing in tune with expression and control. | **Charanga****Musical Monday 1****10/11/24****Rhyming in time****Unit 1 Learning Objectives**1. Move in time with the beat/pulse, responding to different tempos (speeds).2. Chant, rap and sing using different voices, following simple cues such as starting together.No instruments needed for this unit as voice will be used. | **Dimensions****Going Wild****Come fly with me – Arctic Circle****Objectives**Use their voices confidently in different ways.Explore how sounds can be made and changed.Recognise how sounds can be made and changed.Identify the beat in different pieces of music.Respond appropriately to musical instructions.Create and choose sounds in response to given starting points.Select and order sounds within simple structures and sounds in response to given starting points. Play musical instruments with expression and control, listening and observing carefully.Identify the beat and join in, getting faster and slower together.Recognise and explore how sounds can be organised.Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.Begin to sing in tune with expression and control.Respond to a range of high-quality live and recorded music. | **Charanga****Musical Monday 2****2/3/25****Exploring rhythm patterns****Unit 2 Learning Objectives**1. Understand that an ostinato is a repeated pattern.2. Copy and create simple rhythm patterns (Often referred to as Call and Response or Question and Answer).For this unit, you will need untuned percussion instruments (ones that don’t play a specific pitch) such as drums or shakers. | **Dimensions****Light up the world****Objectives**Explore how sounds can be made and changed.Recognise how sounds can be made and changed.Identify long and short sounds in music.Respond appropriately to musical instructions.Create and choose sounds in response to given starting points.Select and order sounds within simple structures and sounds in response to given starting points.Represent sounds with symbols.Play musical instruments with expression and control, listening and observing carefullyIdentify the beat and join in getting faster and slower together.Recognise and explore how sounds can be organised.Perform long and short sounds in music in response to symbols. | **Charanga****Musical Monday 3****1/6/25****Highs and lows****Unit 6 Learning Objectives**1. Understand the difference between a rhythm and a pitch pattern.2. Identify different pitches (highs and lows) in music and in sounds around the school.A glockenspiel or other tuned instrument. Three large sheets of paper for recording high, low, and middle pitch sounds. |
| **Giraffes/ Zebras****Pathfinders C** | **Dimensions****One day, many ways****Objectives**Use their voices confidently in different ways.Explore how sounds can be made and changed. Recognise how sounds can be made and changed.Respond verbally and physically to different musical moods.Follow pitch movements with their hands and use high, low and middle voices.Play musical instruments with expression and control, listening and observing carefully.Begin to sing in tune with expression and controlRecall, perform and accompany simple songs, sequences and rhythmic patterns.Respond to a range of high-quality live and recorded music. | **Charanga****Musical Monday 1****10/11/24****Questions and answers****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.For this unit you will need untuned percussion instruments. | **Dimensions****Skip of the dump****Objectives**Explore how sounds can be made and changed.Recognise how sounds can be made and changed.Identify long and short sounds in music.Respond appropriately to musical instructions.Create and choose sounds in response to given starting points,Select and order sounds within simple structures and sounds in response to given starting points.Represent sounds with symbols.Play musical instruments with expression and control, listening and observing carefully.Identify the beat and join in getting faster and slower together.Recognise and explore how sounds can be organised.Perform long and short sounds in music in response to symbols. | **Charanga****Musical Monday 2****2/3/25****Around the world****Unit 2 Learning Objectives**1. Listen to music from around the world.2. Explore tempo, understanding that music can be at different speeds.Instruments will be needed from lesson 3 onwards. If glockenspiels are unavailable, expand the ensemble using available instruments—recorders, boomwhackers, or untuned percussion. Having mixed instruments can be helpful as playing the right sound at the right time can be challenging on tuned instruments; having a mix will support adaptive learning. | **Dimensions****Zero to Hero**No musical element in this unit**Inter nation media station**No musical element in this unit | **Charanga****Musical Monday 3****1/6/25****The power of communication****Unit 6 Learning Objectives**1. Communicate the meaning of the song with our voices and sign language.2. Sing short vocal phrases independently.No instruments needed for this unit as voice will be used. |
| **Tigers/Foxes****/Owls****Pathfinders D** | **Dimensions****Come Fly with Me – Africa****Objectives**Explore the way sounds can be combined and used expressively.Improvise repeated patterns.Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.Begin to recognise, recall and perform simple rhythmic patterns.Listen carefully and recognise patterns and increase aural memory.Internalise sounds by singing parts of a song ‘in their heads’ and attempt to play simple melodic phrases by ear.Perform with awareness of different parts that others are playing or singing.Listen carefully, recognise and use repeated patterns and increase aural memory. | **Charanga****Musical Monday 1****10/11/24****A shining performance****Unit 1 Learning Objectives**1. Read and play G, A and B (doh, re, me) on a musical instrument.2. Use creative ideas inspired by different stimuli to improve a performance.You will need instruments for every lesson in this unit. These can be glockenspiels or anything else you have, such as drums, shakers and chime bars. | **Dimensions****Under the canopy****Objectives**Explore the way sounds can be combined and used expressively.Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.Recognise and explore different combinations of pitch sounds.Perform with control and awareness of audience.Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion.Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music.Combine several layers of sound, observing the combined effect.Perform with awareness of different parts that others are playing or singing.**Mobile Mystery****Objectives**Use their voices confidently in different ways.Recognise how sounds can be made and changed.Respond appropriately to musical instructions.Create and choose sounds in response to given starting points.Select and order sounds within simple structures and sounds in response to given starting points.Represent sounds with symbols.Identify the beat and join in getting faster and slower together.Recognise and explore how sounds can be organised.Begin to sing in tune with expression and control.Recall, perform and accompany simple songs, sequences and rhythmic patterns. | **Charanga****Musical Monday 2****2/3/25****Music and video****Unit 2 Learning Objectives**1. Use storyboards to sequence and structure a music video.2. Explore self-representation through portraits and personalised avatars.No instruments needed - Rather than being divided into six discrete lessons, the Creative Teaching Ideas guide offers a flexible project approach, allowing you to work on each activity at your own speed. | **Dimensions****The Beachcombers****Objectives**Use their voices confidently in different ways.Recognise and explore how sounds can be made and changed. Respond appropriately to musical instructions.Respond verbally and physically to different musical moods. Create and choose sounds in response to given starting points. Repeat short, rhythmic and melodic patterns to a given beat.Select and order sounds within simple structures and sounds in response to given starting points.Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch.Represent sounds with symbols.Play musical instruments with expression and control, listening and observing carefully.Identify the beat and join in getting faster and slower together. Recognise and explore how sounds can be organised.Begin to sing in tune with expression and control. | **Charanga****Musical Monday 3****1/6/25****Percussion power****Unit 3 Learning Objectives**1. Compose song accompaniments on untuned percussion using known rhythms and note values.2. Introduce and understand the differences between crotchets and paired quavers. |
| **Sharks****Adventurers**  | **Dimensions****Athens V Sparta**No musical element in this unit. | **Charanga****Musical Monday 1****10/11/24****Create and notate****Unit 1 Learning Objectives**1. Copy and improvise short melodic phrases.2. Compose a short, structured piece using a D minor scale in Music Explorer.For this unit, everyone will need an instrument. While glockenspiels are recommended, any tuned instruments—such as recorders, boomwhackers, or whole-class instruments—can be incorporated to build a vibrant classroom ensemble.**Non-Charanga resources needed:**Masking tape and skipping ropes. | **Dimensions****A World of Difference****Picture our planet****Objectives**Explore the way sounds can be combined and used expressively.Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.Improvise repeated patterns.Recognise and explore different combinations of pitch sounds.Listen carefully and recognise patterns and increase aural memory.Begin to sing in tune expressively with an awareness of beat and rhythm.Perform with control and awareness of audience.Improvise repeated patterns.Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion.Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music.Listen carefully, recognise and use repeated patterns and increase aural memory.Internalise sounds by singing parts of a song ‘in their heads’ and attempt to play simple melodic phrases by ear.Perform with awareness of different parts that others are playing or singing. | **Charanga****Musical Monday 2****2/3/25****FX sound effects****Unit 2 Learning Objectives**1. Use sound effects to add drama to a film clip.2. Begin to make compositional decisions.Rather than being divided into discrete lessons, the project plan that accompanies this unit is flexible. Additionally, there are two instructional videos to support you. The first explains the learning process, and the second provides questions for evaluating your work. | **Dimensions****Lightning Speed****Objectives**Explore the way sounds can be combined and used expressively.Improvise repeated patterns.Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.Explore sounds using symbols and ICT.Begin to recognise, recall and perform simple rhythmic patterns.Recognise and explore different combinations of pitch sounds.Listen carefully and recognise patterns and increase aural memory.Perform with control and awareness of audienceExplore and extend the ways sounds can be combined and used expressively to convey mood and emotion.Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music.Explore, recall and plan sounds using symbols and ICT.Listen carefully, recognise and use repeated patterns and increase aural memory.Perform with awareness of different parts that others are playing or singing. | **Charanga****Musical Monday 3****1/6/25****Carnival 1****Unit 3 Learning Objectives**1. Develop the skill of playing by ear on instruments, copying longer phrases.2. Play musical instruments with increasing technical control, accuracy, fluency and expression.In this unit, you'll need drums to build on skills in listening, performing, and ensemble collaboration as you prepare for an exciting end-of-year carnival performance. Depending on time - you could dip into Carnival 2 to extend learning for a performance. |