

Music development plan summary: Sandy Hill Academy

Overview...

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	18.06.26
Date this summary will be reviewed	18.06.27
Name of the school music lead	Libby Rowe
Name of school leadership team member with responsibility for music (if different)	Bridget Rundle- Strategic Partner Simone Heather- Curriculum lead for Libby Rowe
Name of local music hub	Cornwall Music Hub
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Hub Rock Steady Jan Man- Choir and first access teacher

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

What curriculum do we use?

Our school Music curriculum is formed through the model music curriculum (March 2021) and is taught through the scheme of Charanga which uses a variety of skills such as listening and appraising, composing, ensembles and performing individually and within a group.

Here is the overview of Charanga...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Bounce Into Action I'm A Little Teapot, Getting Dressed, Days Of The Week,...	Rainbow Magic Rainbows, Sparkle, Twinkle Twinkle Little Star and Ring 'O Roses	Happy Talk If You're Happy And You Know It and Name Song	Amazing Animals Boing, Old Macdonald and Incy Wincy Spider	Number Fun Alice The Camel, Five Little Ducks, 1, 2, 3, 4, 5 and Five Fine Bumble Bees	Beep Beep Toot Toot The Wheels On The Bus, Row, Row, Row Your Boat and Roc...
Reception	Chant To The Animals Banana Rap and We're Going On A Bear Hunt	Creative Moves Marching Band and Magical Christmas Journey	Lilting Lullaby Baby Elephant	Number Time Hickory Dickory Dock and Ten Green Bottles	Wellbeing Matters Big Emotions - Binoculars Out, I Am Calm and I Feel Surprised	Rhythm Adventure ABC Song and The Bear Went Over The Mountain
Year 1	Rhyming In Time Find The Beat and Dancing Dinosaurs	Let's Start Singing Name Song, Babushka & Little Angel Gets Her Wings	Music Inspired By The World Around Us In The Sea	Exploring Rhythm Patterns Hey You! and Rhythm Grids	Sound And Pictures RSNO's YoYo and the Little Auk	Highs And Lows Friendship Song
Year 2	Questions And Answers Hello and Hey Friends	Let's Keep Singing The Wee Kirkudbright Centipede, Babushka and Littl...	Sound And Symbol 1 A Glockenspiel Adventure!	Sound And Symbol 2 More Glockenspiel Adventures!	Around The World Hands Feet Heart	The Power Of Communication It's OK (Please Just Say)
Year 3	A Shining Performance Sparkle In The Sun	Sing And Move The King Of All Polar Bears and Five Gold Rings	Music And Video Be Safe Online	You Gotta Try You Gotta Try	Music And Sound Sinfonia Cymru's Regenerate: Seasons for Change Project 1	Sound Exploration RSNO's Sounds Of The Deep
Year 4	Create And Notate You Can See It Through	Singing and Traditions The King Of All Polar Bears and Five Gold Rings	Recycling Songs Plastic	Exploring Musical Contrasts Let Your Spirit Fly	FX Sound Effects YuStudio Underwater Project	Round And Round Frere Jacques and Row Row Row
Year 5	Shaping Music My Best Friend	Unlocking Vocal Potential Panto Pandemonium, Bells Ring Out and The...	Sounds Dramatic YuStudio A Spooky Story Project	Decoding Sound and Notation Heal The Earth	Carnival Time Brazilian Samba Drumming	Music Speaks YuStudio Hip Hop Project
Year 6	Discovering Grime YuStudio Grime Project	Express, Inspire And Perform Panto Pandemonium, Bells Ring Out and The...	Music Reimagined Sinfonia Cymru's Regenerate: Seasons for Change Project 3	Musical Sketches Roll Alabama	Music Remixed YuStudio Dragon Beats Project	The Grand Finale La Bamba



Unit Learning Objectives

Nursery	Bounce in to Action (featuring I'm A Little Teapot, Getting Dressed, Days Of The Week, Wind The Bobbin Up, Ready Set Go)	Rainbow Magic (featuring Rainbows, Sparkle, Twinkle Twinkle Little Star, Ring 'O Roses)	Happy Talk (featuring If You're Happy And You Know It, Name Song)	Amazing Animals (featuring Boing, Old Macdonald and Incy Wincy Spider)	Number Fun (featuring Alice The Camel, Five Little Ducks, 1, 2, 3, 4, 5 and Five Fine Bumble Bees)	Beep Beep Toot Toot (featuring The Wheels On The Bus, Row, Row, Row Your Boat and Rock-a-bye Baby)
Unit Learning Objectives	Nursery Unit 1 Learning Objectives 1. Find the beat of the music. 2. Develop fine and gross motor skills.	Nursery Unit 2 Learning Objectives 1. Sing lyrics clearly. 2. Know that songs can tell a story.	Nursery Unit 3 Learning Objectives 1. Sing whole songs. 2. Respond to musical messages and changes.	Nursery Unit 4 Learning Objectives 1. Move creatively to music 'in character'. 2. Listen and respond with increased attention and express feelings about the music.	Nursery Unit 5 Learning Objectives 1. Find and keep the beat with different songs. 2. Play percussion instruments with developing control.	Nursery Unit 6 Learning Objectives 1. Play instruments with increasing control in the correct section of a song. 2. Develop accuracy in following signals to start and stop correctly.
Reception	Chant to the Animals (featuring Banana Rap and We're Going On A Bear Hunt)	Creative Moves (featuring Marching Band and Magical Christmas Journey)	Lilting Lullaby (featuring Baby Elephant)	Number Time (featuring Hickory Dickory Dock and Ten Green Bottles)	Wellbeing Matters (featuring Big Emotions - Binoculars Out, I Am Calm and I Feel Surprised)	Rhythm Adventure (featuring ABC and The Bear Went Over The Mountain)
Unit Learning Objectives	Reception Unit 1 Learning Objectives 1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically.	Reception Unit 2 Learning Objectives 1. Find and move to the beat. 2. Move creatively, expressively and with control.	Reception Unit 3 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.	Reception Unit 4 Learning Objectives 1. Sing with expression. 2. Hear, draw and sing melody shapes.	Reception Unit 5 Learning Objectives 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly.	Reception Unit 6 Learning Objectives 1. Sing songs rhythmically. 2. Combine words to compose rhythms.

Year 1	Rhyming In Time (featuring Find The Beat & Dancing Dinosaurs)	Let's Start Singing (featuring Name Song, Babushka & Little Angel Gets Her Wings)	Music Inspired By The World Around Us (featuring In The Sea)	Exploring Rhythm Patterns (featuring Hey You! and Rhythm Grids)	Sound And Pictures (featuring RSNO's Yoyo and the Little Auk)	Highs And Lows (featuring Music Is In My Soul)
Unit Learning Objectives	Year 1 Unit 1 Learning Objectives 1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together.	Let's Sing Year 1 Unit 2 Learning Objectives 1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing.	Year 1 Unit 3 Learning Objectives 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story.	Year 1 Unit 4 Learning Objectives 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	Year 1 Unit 5 Learning Objectives 1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story.	Year 1 Unit 6 Learning Objectives 1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.
I Can Statements	I can move in time with the beat if the music speeds up, I speed up; if it slows down, I slow down. I feel confident when I chant, rap or sing, and can make my voice sound just like the music. I know that tempo means the speed of the music. I can listen carefully to music that was written recently or a long time ago, and think about how it makes me feel.	I can warm up my body and voice before singing. I can enjoy learning and performing songs. I can follow and create the melodic shape of a song. I can listen carefully and respond to music. I can articulate words clearly while singing. I can perform confidently with my classmates.	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling. I can dance, sing along, or make sounds that go with a song's words and tune. I can get ideas for making music from the world around me, like the sound of rain or a busy street. I can make music using my voice, my body (like clapping!), or the instruments in our classroom. I can be brave and share my music with other people. I can talk about how music makes me feel and describe the sounds that I hear.	I can find patterns in music that happen again and again, and join in by clapping, singing, or playing. I know repeated patterns are called ostinatos. I can make up my own beat patterns using long sounds, short sounds, and quiet bits. I can listen to a musical question and give a musical answer. I can put singing, rapping, and clapping together to perform a little piece of music. I can read rhythms made from symbols or blobs, and I can write my own rhythms down too.	I can show if music is high or low (pitch), fast or slow (tempo), and loud (forte) or quiet (piano) (dynamics) by using my voice and my body. I can use my voice to play copycat games and perform a short, rhythmic rap with my friends. I can choose sounds from my voice, body, and instruments to create a sound picture that tells a story. I can invent my own symbols for sounds and create a 'musical map' (a graphic score) for my friends to follow. I can go on a 'musical adventure' to listen to songs from around the world and talk about how they sound and make me feel.	I can listen to a song and play a game with arrows (↑ ↓ → ←) to show if the notes go up, down, or stay the same. I can tell the difference between rhythm and pitch, and I can draw the shape of the tune in the air. I can be a 'sound detective' and listen for high, low, and middle sounds all around me. I can create my own body percussion pattern with stomps and claps, and use symbols like circles and triangles to write it down. I can be a star performer, sing my song and play my percussion piece for an audience, and talk about my favourite musical moments.

Year 2	Questions and Answers (featuring Hello plus Hey Friends)	Let's Keep Singing (featuring The Wee Kirkudbright Centipede, Babushka & Little Angel Gets Her Wings)	Sound And Symbol 1 (featuring Glockenspiel Music World Course - Part 1)	Sound And Symbol 2 (featuring Glockenspiel Music World Course - Part 2)	Around The World (featuring Hands Feet Heart)	The Power of Communication (featuring It's OK (Please Just Say))
Unit Learning Objectives	Year 2 Unit 1 Learning Objectives 1. Understand what timbre means and identify percussion instruments by their sound. 2. Improve using Question and Answer phrases on untuned instruments.	Year 2 Unit 2 Learning Objectives 1. Enjoy learning to sing songs and start to understand the phrase "in tune with each other". 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	Year 2 Unit 3 Learning Objectives 1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each make a sound.	Year 2 Unit 4 Learning Objectives 1. Recognise and write music using dots (blobs), sticks and stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.	Year 2 Unit 5 Learning Objectives 1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds.	Year 2 Unit 6 Learning Objectives 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.
I Can Statements	If I close my eyes and listen, I know which of the instruments we use is being played. I can clap and play rhythms that I have made up by myself. I enjoy singing clearly and I can also hum the tune of the songs I have learnt.	I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time. I can sing in tune with others, listening carefully to match pitch and stay together as a group. I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests. I can use gestures, facial expressions, and movements to bring the story or mood of the song to life. I can sing loudly or quietly, fast or slow, and know the difference.	I can play short pieces using one, two and three notes. I can tell which note is the highest pitch, which is the lowest and which is in the middle. I can tell you how instruments make sound: a part of them has to vibrate I can recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument. I know you can make sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate.	I can make up my own music using our classroom instruments. I can write and play from dots, sticks and stave notation. I can identify the strong beat in a bar of music. I can write and play patterns using the Rhythm Grid tool/printouts. I can follow the music we have written using Music Explorer I can demonstrate changes in dynamics, playing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo).	I can listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes. I know that tempo means speed. I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves! I can name the different instruments I hear in a song. I can play simple tunes on instruments by following a pattern. I can make music with my friends by singing and playing together as a team. I can talk about how performing music makes me feel and what I like about a song.	I can show what a song is about using my singing voice and my hands. I can sing parts of a song all by myself and show feelings with my voice. I can use puppets to share happy thoughts and feelings. I can practice with my friends to get ready for a show and perform our songs or rhymes for others. I can think about my feelings and my friends' feelings to help me sing with my whole heart
Year 3	A Shining Performance (featuring Sparkle In The Sun)	Sing And Move (featuring The King Of All Polar Bears and Five Gold Rings)	Music And Video (featuring Be Safe Online)	You Gotta Try (featuring You Gotta Try)	Music And Sound (featuring Sirfonia Gymn's Regenerate: Seasons For Change Project 1)	Sound Exploration (featuring RSN's Sounds Of The Deep)
Unit Learning Objectives	Year 3 Unit 1 Learning Objectives 1. Be confident with reading and playing G, A and B (oh re me) in a new context. 2. Use creative ideas inspired by different stimuli to improve a performance.	Year 3 Unit 2 Learning Objectives 1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	Year 3 Unit 3 Learning Objectives 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	Year 3 Unit 4 Learning Objectives 1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	Year 3 Unit 5 Learning Objectives 1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	Year 3 Unit 6 Learning Objectives 1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.
I Can Statements	I can point out the notes G, A, and B in a new song. I can compose my own music inspired by a story, a picture, or a feeling. I can add actions to songs and keep in time with my friends. I can look at a piece of music and point to the five lines (the stave) and the clef.	I can follow my teacher's or the conductor's hands to sing with feeling. I can add actions to songs and keep in time with my friends. I can sing with my class in assembly. I can sing with expression, changing my voice to match the mood of the song.	I can use a storyboard to plan and show what will happen in my part of the class music video. I can make a short video using music, art, dance, or drama to tell a story. I can draw a self-portrait that shows what I look like and what makes me unique. I can create my own avatar that shows me in a fun and imaginative way. I can explain how my avatar is like me and how it is different from real life.	I can keep a steady pulse and recognise rhythm patterns. I can perform syncopated rhythms accurately on different instruments. I can sing and play notes with accurate pitch and rhythm. I can use changes in tempo and dynamics to make my performance expressive. I can perform my part confidently as part of an ensemble whilst others play their parts.	I can listen carefully to different pieces of music and identify similarities, differences, and contrast to describe the pieces in relation to timbre, tempo, structure and dynamics. I know Vivaldi composed during the Baroque era. I can contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato. I can help create a structure for our music by putting our ideas into different sections and help notate them on a graphic score. I can rehearse with my group, helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre. I can perform our composition confidently as part of an ensemble, using music and movement to communicate our theme to the audience.	I can listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear. I can respond to music in different ways, such as by creating artwork or using movement to show changes in the sound. I can make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to melody and pitch. I can notice changes in the music like tempo and dynamics, and use my voice, body, or instruments to show them. I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.
Year 4	Create And Notate (featuring You Can See It Through)	Singing And Traditions (featuring The King Of All Polar Bears and Five Gold Rings)	Recycling Songs (featuring Plastic)	Exploring Musical Contrasts (featuring Let Your Spirit Fly)	FX Sound Effects (featuring YuStudio Underwater Project)	Round And Round (featuring Frere Jacques and Row Row Row)
Unit Learning Objectives	Year 4 Unit 1 Learning Objectives 1. Copy and improvise short melodic phrases. 2. Compose short structured piece using Music Explorer.	Year 4 Unit 2 Learning Objectives 1. Sing 2-part songs as duets or melody and accompaniment with accurate pitching. 2. Understand contrasting traditions and stories.	Year 4 Unit 3 Learning Objectives 1. Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. 2. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools.	Year 4 Unit 4 Learning Objectives 1. Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato/legato and crescendo/decrescendo. 2. Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.	Year 4 Unit 5 Learning Objectives 1. Use sound effects to add drama and realism to a film clip. 2. Begin to make compositional decisions, considering mood, timing, and narrative impact.	Year 4 Unit 6 Learning Objectives 1. Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. 2. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques.
I Can Statements	I can create and play short musical phrases using five notes of a pentatonic scale. I can use Music Explorer to create a composition with a structure. I can make decisions about the overall structure of my improvisations/compositions, using techniques such as repetition.	I can sing a 2-part song with accurate pitch and timing. I can perform a melody or duet with clear accompaniment. I can listen carefully and adjust my voice to blend with others. I can identify and describe contrasting musical traditions and stories. I can reflect on how different songs express culture and meaning.	I can research a topic and summarise key facts for a song. I can compose lyrics that communicate a meaningful message. I can perform a song with expression and dynamics. I can collaborate in a group to create musical sections. I can record and share my creative work confidently.	I know that forte means loud, piano means quiet, staccato means short, and legato means smooth. I can play instruments confidently, using tuned and untuned parts. I can identify and perform musical contrasts in pitch, dynamics, and articulation. I can sing the main and second vocal parts accurately and with expression. I can keep my own line whilst others play different parts. I can play or sing a whole song with my group, making sure we all start and stop together, listen so no one is too loud, and play the loud (forte) and quiet (piano) parts at the right time.	I can choose and perform sound effects to enhance a video scene. I can record natural or digital sounds and layer them to create a dramatic effect. I can experiment with timing, volume, and texture to match actions on screen. I can collaborate with others to create a cohesive soundscape. I can evaluate my sound effects and make adjustments to improve mood and realism.	I can sing songs and rounds with small and large pitch leaps. I can maintain accurate pitch and rhythm and use dynamics when performing with others. I can listen to my classmates and adjust my singing to blend in an ensemble. I can perform songs confidently to an audience. I can reflect on my performance and suggest ways to improve.

Year 5	Shaping Music (featuring My Best Friend)	Unlocking Vocal Potential (featuring Panto Pandemonium, Belts Ring Out and The Match Girl's Christmas)	Sounds Dramatic (featuring YuStudio A Spooky Story Project)	Decoding Sound And Notation (featuring Heal The Earth)	Carnival Time 1 (featuring Samba Course - Part 1)	Music Speaks (featuring YuStudio Hip Hop Project)
Unit Learning Objectives	Year 5 Unit 1 Learning Objectives 1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	Year 5 Unit 2 Learning Objectives 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.	Year 5 Unit 3 Learning Objectives 1. Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions individually or in groups.	Year 5 Unit 4 Learning Objectives 1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	Year 5 Unit 5 Learning Objectives 1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call & Response sections, integrating learned patterns into full samba compositions.	Year 5 Unit 6 Learning Objectives 1. Create and produce music with multiple sections that include repetition and contrast. 2. Use chord changes as part of a (sequenced) composition.
I Can Statements	I can improvise confidently, reflecting the character of the backing music. I know how to write a piece of music with Music Notepad using an appropriate clef and adding details such as dynamics. I know what ternary form is. I can read and play melodies from written music, understanding how different notes (like crotchets and quavers) and time signatures (2/4, 3/4, 4/4) work together to create rhythm.	I can sing as part of an ensemble or choir, blending my voice with those around me. I can demonstrate how to sing in phrases and with feeling. I can perform confidently as part of a choir.	I can create melodies, drum beats, and bass lines using YuStudio. I can hear the difference between major and minor chords. I can experiment with sound effects to enhance my composition. I can plan and write a story that guides my musical choices. I can record and layer musical elements to build a complete track. I can perform and evaluate my work, reflecting on areas for improvement.	I can listen carefully to different pieces of music and identify their key features, purpose, and emotional impact. I can read and play notated melodies accurately using classroom instruments. I can explore musical contrasts such as dynamics, tempo changes, and note articulation. I can compare pieces of music, discussing similarities and differences in style and structure. I can work collaboratively to perform melodies and instrumental parts with control and expression.	I can perform samba rhythms accurately using body percussion and instruments. I can demonstrate ensemble awareness by listening and responding to others while performing. I can hold my own rhythm steady and in time while playing with the group. I can follow hand signals and cues to maintain timing and coordination. I can create my own call-and-response patterns and contribute to a group composition. I can perform confidently in front of an audience, reflecting on my musical skills and creative decisions.	I can set up a project in a suitable hip-hop key and program a foundational drum beat using kicks, snares, and hi-hats. I can compose a chord sequence, original melodies and basslines that fit a chosen key using virtual instruments and the piano roll. I can import audio samples and apply sound effects like risers, EQ, and delay to enhance my track. I can arrange my composition by looping, duplicating, and removing sections to build an engaging song structure. I can mix my track by adjusting the volume of each element to create a clear and balanced final sound. I can take creative control over my music, making artistic decisions to produce and save a complete hip-hop track.
Year 6	Discovering Grime (featuring YuStudio Grime Project)	Express, Inspire And Perform (featuring Panto Pandemonium, Belts Ring Out and The Match Girl's Christmas)	Music Reimagined (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3)	Musical Sketches (featuring Roll Alabama)	Music Remixed (featuring Dragon Beats)	The Grand Finale (featuring La Bamba)
Unit Learning Objectives	Year 6 Unit 1 Learning Objectives 1. Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	Year 6 Unit 2 Learning Objectives 1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	Year 6 Unit 3 Learning Objectives 1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	Year 6 Unit 4 Learning Objectives 1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	Year 6 Unit 5 Learning Objectives 1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	Year 6 Unit 6 Learning Objectives 1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.
I Can Statements	I can explore Grime music and create my own beats by understanding its origins and key features, and by layering drum sounds using tempo, bars, and loops. I can develop my Grime track by using a synthesiser, adding rap vocals, creating an intro, using sound effects, and adjusting the mix. I can make creative decisions and perform my music by developing my own ideas, presenting my compositions, and reflecting on my musical choices.	I can give examples of how a performance can be improved by how and where we stand on the stage. I am confident performing songs in two or more parts. I can demonstrate how to walk onto and off the stage and respond to the audience.	I can listen to different pieces of music and discuss how they represent a theme like climate change. I can use digital software (YuStudio) to arrange musical loops and samples to begin creating a composition. I can add my own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics. I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape. I can complete, save, and share my finished digital music composition with others.	I can listen to music and identify its melodic, rhythmic, and dynamic features. I can create short musical sketches using Music Notepad. I can notate my musical ideas clearly to share with others. I can perform my composition confidently, using dynamics and appropriate articulations. (Staccato, Legato for example) I can reflect on my own and others' work to improve my compositions.	I can create my own drumbeat, bassline, and melody to build a track in YuStudio. I can select, add, and remix loops from the original song to use in my own work. I can arrange the different parts and layers of my track to create a complete song structure. I can make creative decisions to change and improve my remix, like changing instrument sounds. I can share my final remix and discuss my own work and the work of others.	I can sing La Bamba and other selected songs accurately, keeping in time and in tune. I can sing rounds and partner songs with confidence and coordination. I can perform solo or small ensemble lines, blending effectively with others. I can contribute to a group performance with appropriate expression, dynamics, and style. I can create my own original lyrics or an instrumental part to contribute to a class performance. I can reflect on our musical performance, identifying strengths in areas like rhythm, style, and stage presence.



Curriculum Design

Why Charanga Music Scheme

Why Charanga?

- UK's leading scheme to teach the National Curriculum for Music in primary education.
- Fully adaptable for teachers of all experience levels.
- Nationally recognised, reputable curriculum working with state governments, music hubs and MATs.
- Combines solid pedagogy, inspiring technology, music and resources.
- Ongoing and prompt support from a designated Charanga contact – Staff Meetings have been facilitated in person across Aspire Academies and continue to be an offer that is available.
- 25 years track record of supporting organisations to improve access, inclusion, equity and standards in music education and expressive arts.

Spiral Curriculum

Builds on prior learning with the Interrelated Dimensions of Music – see vocabulary and knowledge and skills.

The Interrelated Dimensions of Music

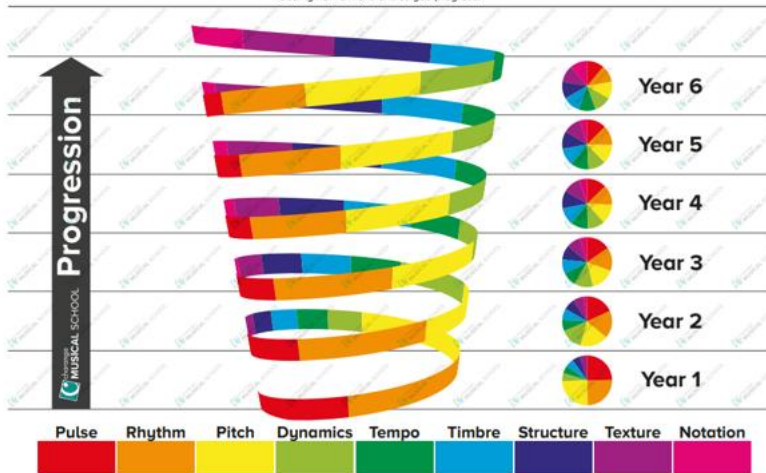
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

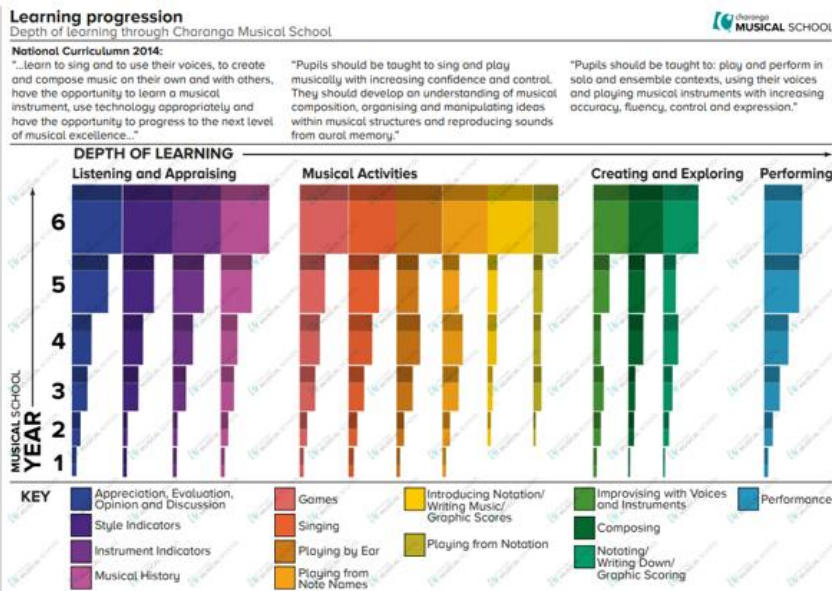
With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Progression

Progression is clear with the depth of learning revisiting the key elements of music teaching and learning; Listening and appraising, musical activities, creating and exploring and performing.



Lesson structure

A consistent structure for every lesson supports the spiral curriculum and enables depth of learning, e.g.:

Listen and Appraise: Jubilee The Battle of Jaffa by Handel	...
Listen and Singing in The Rose	...
Compose with the Song: Wreck My Soldier	...
Play	...
Review and Perform Prompt: Spring Autumn 1 Me	...
Review Autumn 2 My Stories	...
Review Spring 1 Evergreen	...
Review Spring 2 Our World	...
Big Band Task Listen to Sing the Song	...

Assessment: Musical School Assessment Framework



This framework links Musical School teaching and learning to step-by-step assessment as welcomed by OFSTED England.

It uses a Plan – Do – Check – Review approach, designed to help clearly demonstrate the progression of students' musical knowledge, understanding and skills.

How is Music taught within our school...

Within our school there are lots of different opportunities to learn, sing or play music and instruments which are...







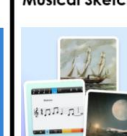

- Choir club
- Singing and signing assemblies through whole school and classes
- Christmas performances

- Learning songs that are related to year group topics, for instance in Year Three the topic is Ancient Egyptians and we learn the song as a cohort called 'Tutankhamun'.
- Songfest performances through our choir club
- Year Six end of year celebration performances
- Taught music lessons where the structure of the lessons are- listening and appraising, fun music games where the basics of music are taught, learning to sing the song with voices and instruments, and then performing the song. The structure of these lessons are the same from Reception all the way to Year six.
- We also link Music to cross curricular subjects, for instance in Mathematics we learn times tables through songs.

Please see below are curriculum maps which give an overview of how Music is taught throughout our school...

Charanga Whole School Curriculum Overview						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS Nursery	Bounce into Action	Rainbow Magic	Happy Talk	Amazing Animals	Number Fun	Beep Beep Toot Toot
EYFS Reception	Chant to the Animals	Creative Moves	Lifting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure
Year 1	Rhyming in Time	Lets start singing	Music inspired by The World Around Us	Exploring rhythm patterns	Sound and pictures	Highs and lows

Year 2	Questions and Answers 	Let's keep Singing 	Sound and Symbol 1 	Sound and Symbol 2 	Around the World 	The Power of Communication IT'S OK (PLEASE JUST SAY) 
Year 3	A shining performance 	Sing and Move 	Music and Video BE SAFE ONLINE 	You Gotta Try 	Music and Sound 	Sound Exploration Sounds of the Deep 
Year 4	Create and Notate 	Singing and Traditions 	Recycling Songs PLASTIC 	Exploring Musical Contrasts 	FX Sound Effects Sound for video UNDERWATER 	Round and Round 

Year 5	Shaping Music 	Unlocking Vocal Potential 	Sounds dramatic 	Decoding sound and notation 	Carnival Time 1 BRAZILIAN SAMBA DRUMMING 	Music Speaks Musical Styles HIP HOP 
Year 6	Grime 	Express, Inspire and Perform 	Music Reimagined 	Musical Sketches 	Music Remixed Remix project DRAGON BEATS 	The Grand Finale 

How Music is taught for children with Special Educational Needs (SEND)...

SEND in Music – ‘Anyone can Play’: This is taught through our Charanga scheme.

Supporting inclusive practice

Musical School’s SEND section is dedicated to supporting teachers working with children and young people with special educational needs and disabilities. While a discrete area, many teachers use the section alongside the main Musical School platform, allowing them to find the most appropriate resources for each learner which can be found on <https://charanga.com/site/musical-school/send/>.

Here is a breakdown of the SEND scheme of learning through Charanga that helps to support inclusive practice.

SEND Freestyle – Signed Songs
SEND Freestyle – Resource Library
SEND Create
SEND Scheme – Anyone Can Play

Partnerships that support our school for Music...

Within our school we have a few partnerships that work alongside us to provide those extra-curricular opportunities for all children within our facilities. These partnerships include...

- Go Cornish (Learning to sing songs in Cornish)
- Jan Man (Who is our facilitator for Choir Club and First Access teaching)
- The Cornwall Music Hub
- Rock Steady

Part B: Extra-Curricular Music Opportunities

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Our school offers a vast amount of Musical opportunities at present. However, this will be further developed within the future to offer more opportunities for all within our school.

Here is what Sandy Hill Academy offers currently...

- Choir Club that is taught by Jan Man. In the Spring term, our choir club also participate in a Song Fest competition where they perform an array of taught songs to an audience at St Petroc's Church in Bodmin.
- Garage band club where children use Ipads to create their own music using the app garage band. The children that participate in this club immerse themselves in the basics of how to use Garage band, and then have a go at using the system to create their own music.
- First Access for Year Four where they participate in an eleven week course in learning how to play the ukelele
- First Access for Year Two which is an imaginative unit

- Makaton club where the children learn basic signs, and how to sign the lyrics in well known pop songs.
- Rock steady groups where children immerse themselves in working in a band and playing an array of instruments to make their own rock band! They will then perform their songs to the school every term.

Part C: Musical performances

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Our school offers a vast amount of Musical performances at present.

Here is what Sandy Hill Academy offers at present...

- A whole school Sportify playlist that plays songs related to our school values such as 'Resilience'. These songs are also played before assembly and after the assemblies whilst children are walking into and out of the assembly.
- Taught songs that relate to Whole Year group topics
- Christmas performances
- Choir club and their performance for the Song Fest competitions
- We also have groups such as Choir Club or Makaton club that visit local groups within our community such as a local Care home to perform songs to.
- During end of term clubs such as Art club they complete an exhibition where in the background music will be played for the families to listen to whilst they walk around and engage within the Art that children have produced.
- World Music Day- the children immerse themselves for a whole day in a variety of different genres of music such as African drumming, and Cornish Music with Will Keating.
- In Year Four, the children are very lucky to participate in an eleven week programme called First Access where they learn how to play the ukelele. These lessons are taught by Jan Man.

In the future

This is about what the school is planning for subsequent years.

Our school offers a vast amount of Musical opportunities for all at present. However, there are some further opportunities that I would like to develop within the future. For example...

- Bringing in the Cornwall Youth Choir to work with pupil premium eligible children, or Special Educational Needs children (SEND) to engage within singing and expressing themselves and individuality.
- More career links to Musical learning
- Extra music lessons such as the violin or the guitar (could start as a club and then progress into whole class teaching).
- Music therapy for those who may need it.

Please see my development plan below for Music for the academic year 2025-2026

Intent	Implementation - What, Who, When, Cost, Monitoring of	Expected Impact on Pupils	Evaluation and Next Steps (Inc external review)
Transition for Year 1 To develop Music provision alongside the year 1 transition	<ul style="list-style-type: none"> • Speaking to Year 1 and EYFS teachers about how Music is incorporated within their teaching. • Staff training for Year 1 teachers (Charanga CPD) 	<ul style="list-style-type: none"> • Fostering a love of music from an early age throughout their school year. • Understand basic key vocabulary/terminology • Recall prior learning from previous years 	
Subject specific-Careers experience for all To provide children the knowledge of a range of careers linked to music	<ul style="list-style-type: none"> • Experiences for children to understand what careers learning Music can lead them to. • LIT to email class teachers each term about different music careers for children to research and write about in wider curriculum books • World Music Day- Will Keating to come in and speak about his music career to inspire children • EYFS training INSET 25,10,24 • Time booked in EYFS (Nursery and Reception) 	<ul style="list-style-type: none"> • Fostering a love for Music • Developing a child's whole self-development through careers and future support • Cultural capital opportunities- aspiration 	
Work alongside the EYFS team to enhance pupils outcomes	<ul style="list-style-type: none"> • EYFS training INSET 25,10,24 • Time booked in EYFS (Nursery and Reception) 	<ul style="list-style-type: none"> • Fostering a love of music from an early age throughout their school year. • Understand basic key vocabulary/terminology 	
Experiences for children- To bring in extra afterschool clubs where children can learn how to play a variety of instruments such as the ukulele and violas To support children's understanding of range of instruments through experiences	<ul style="list-style-type: none"> • Pupil voice- what instruments would children like to learn • CPD opportunities for staff who may want to learn new instruments • LIT to look into researching for possible club opportunities such as samba bands • LIT to also review if we need a variety of instruments for Charanga scheme or for a club 	<ul style="list-style-type: none"> • Fostering a love for Music from an early age and throughout their school year • Developing a child's whole self-development through careers and future support, and learning a variety of instruments • Cultural capital opportunities- aspiration 	
Subject Specific- To refine visual assessment around the school To develop a whole school approach to assessments to everyone is using the same assessment across the school to ensure that pupils know more and remember more	<ul style="list-style-type: none"> • At the start of each half term, teacher's/TA's to film the children's first learning of charanga and their first performance. After the first performance using pupil voice to explain what went well (WWW), and what they could improve on. • On the last lesson on the half term, teacher's/TA's to again record their performances and using pupil voice to express WWW and what they could improve on. • Teacher's can show pupils their first performance, as well as their last one to show how much their learning has improved and to celebrate this. • Recordings can even be shown in assemblies, or through parallel class as celebrations. 	<ul style="list-style-type: none"> • To support pupil voice and their understanding of musical terminology • To celebrate whole classes/groups achievement to promote arrays of positive emotions and the love of music. • Pupils know more and remember more • Assessment is more refined and manageable impacting positively on future learning sequences 	