



## Golden Threads in Music – EYFS, KS1 & KS2 Ropery Walk Primary School

This document outlines the 6 golden threads that run through and underpin our EYFS, KS1 and KS2 curriculum.

### Golden Threads

Listening and appraising

Singing and using the voice

Playing instruments

Creating and composing

Performing and sharing

Understanding notation

### 1. Listening and Appraising

EYFS	KS1	KS2
Listen to and respond to a range of sounds. Express how music makes them feel Move in time to music.	Listen carefully to live and recorded music. Respond by movement or discussion Use basic vocabulary (loud/quiet, high/low).	Analyse music: instruments, structure, dynamics, tempo, mood. Compare genres Use technical vocab (texture, timbre, form).

### 2. Singing and Using the Voice

EYFS	KS1	KS2
Join nursery rhymes and action songs. Explore animal noises and voice effects Sing and chant together.	Sing simple songs from memory matching pitch and rhythm Explore vocal sounds. Follow start/stop and dynamics cues.	Sing in unison and harmony with expression. Develop breathing and diction. Perform solo and ensemble from notation.



### 3. Playing Instruments

EYFS	KS1	KS2
Explore instruments freely. Describe sounds. Tap, shake, scrape for effects.	Play percussion with control. Experiment with rhythm and dynamics. Accompany songs with steady beats.	Play tuned instruments (glockenspiel, recorder) accurately. Read simple staff notation develop ensemble balance.

### 4. Creating and Composing

EYFS	KS1	KS2
Make up songs. Experiment with sounds. Create sound effects for stories.	Improvise simple patterns. Use graphic symbols for ideas. Choose sounds to tell stories or express moods.	Compose structured pieces using repetition and contrast. Record with notation and digital tools. Refine work.

### 5. Performing and Sharing

EYFS	KS1	KS2
Perform songs and rhymes in class. Share musical work in circle time.	Perform short pieces to classmates. Develop audience awareness (posture, expression). Join group ensembles.	Plan and deliver concerts. Reflect on performances. Collaborate on multi-part pieces.

### 6. Understanding Notation

EYFS	KS1	KS2
Explore marks (dots, lines) to represent sound. Match pictures to instruments.	Recognise graphic or pictorial symbols. Clap/play simple rhythms from symbols. Connect marks to actions.	Read/write rhythmic and melodic notation. Use staff notation to guide performance and transposition.

### Links to the EYFS Framework



## **Golden Threads in Music 2025-2026**

Charanga's EYFS units align with the Expressive Arts and Design and Communication and Language areas:

- Explore and engage in music making and dance; perform solo or in groups.
- Sing well-known nursery rhymes; perform songs, rhymes, poems and stories.
- Listen attentively and learn new vocabulary through songs and rhymes.

### **Charanga (Reception – Year 3)**

At Ropery Walk Primary, the Charanga Music scheme underpins our Golden Threads from Reception through Year 3. Here's how Charanga enhances each thread in the early years through to Year 3:

#### **Listening & Appraising**

- Every unit opens with a "Listen & Appraise" track. This is where children hear diverse musical styles (classical, folk, world, pop) and respond through movement, drawing or discussion.
- Vocabulary is modelled and reinforced: e.g. "Is that fast or slow?", "Which instrument do you hear?"

#### **Singing & Using the Voice**

- Charanga's "Warmups & Vocal Games" develop pitch accuracy, breathing and diction through fun, ageappropriate activities.
- Units feature catchy songs (nursery rhymes in Reception, simple pop and gospel tunes in Year 3) that build confidence in unison and callandresponse formats.

#### **Playing Instruments**

- Each halfterm includes instrumental work. This may include untuned percussion to explore pulse and rhythm. Also to begin using the glockenspiel or recorder.
- Charanga's interactive notation grids scaffold from tapping steady beats to playing twonote melodies.

#### **Creating & Composing**



## Golden Threads in Music 2025-2026

- Improvisation is built in from the start: children answer musical “challenges” (e.g. invent a threebeat rhythm) using voice or percussion.
- From Reception’s graphic scores (drawing shapes to represent sound) to Year 3’s stick notation of short rhythmic phrases, Charanga provides templates and recording tools to capture ideas.

### Performing & Sharing

- Each unit concludes with a “Performance” activity.
- Charanga’s backing tracks and onscreen lyrics enable nonspecialists to lead an inclusive, confident performance.

### Understanding Notation

- Reception begins with picture notation (e.g. a star for clap, a smiley face for voice). Year 1 moves to simple graphic symbols.
- By Year 3, pupils read and play from notation - Charanga’s progressive worksheets and software tutorials make this smooth and engaging.

## Specialist Brass Teaching (Years 4–6)

From Year 4 onwards, a specialist from Durham Music Service teaches cornet, trumpet or baritone at Ropery Walk Primary School which enhances the following golden threads.

**Listening and appraising:** live professional performance develops critical listening.

**Playing instruments:** focused technique on brass instruments builds embouchure (the way in which a player applies their mouth to the mouthpiece) and breath control.

**Singing and using the voice:** vocal warm-ups reinforce posture and breathing.

**Understanding notation:** reading notation for brass deepens literacy.

**Performing and sharing:** brass performances build confidence and expression.

Together, these sequenced Charanga elements along with specialise brass teaching ensures that from their very first weeks in school through to Year 6,



## **Golden Threads in Music 2025-2026**

every child at Ropery Walk experiences a coherent approach to listening, singing, playing, composing, performing and reading music.