



MUSIC	Autumn 1 Weeks 1 to 6	Autumn 2 Week 7 to 10 Weeks 11 to 13 = Christmas	Spring 1 Week 14-19	Spring 2 Week 20-25	Summer 1 Week 26 - 31	Summer 2 Week 32-37
KS1 Curriculum links Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes. • play tuned and untuned instruments musically. • listen with concentration and understanding to a range of high-quality live and recorded music. • experiment with, create, select and combine sounds using the interrelated dimensions of music. 						
Reception Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing	Me! Charanga Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers SOUNDSCAPE opportunity! Improvise both the sounds of the rhymes e.g sounds you might hear from the lyrics.	Christmas Performance Time.	Everyone! Charanga Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders,	Our World: Charanga Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Cross-curricular and topic-based focus Explore: Animals Jungle	Big Bear Funk Charanga Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. KEY CONCEPT: Listen and Appraise a different piece of Funk music each week/step Explore and	Reflect, Rewind and Replay Opportunities to compose a nursery rhyme as a class in this term with a simple beat and melody. KEY CONCEPT: Listen and Appraise a different piece of music each week/step Explore and Create using voices and classroom instruments Sing and Play by revisiting a selection of nursery rhymes and

<p>classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>And build onto composing simple beats in time and melodies – tambourines, drums...</p> <p>KEY CONCEPT: To perform with actions and voice.</p>		<p>Knees and Toes</p> <p>Cross-curricular and topic-based focus</p> <p>Explore:</p> <p>Family, friends, people music from around the world...</p> <p>SOUNDSCAPE</p> <p>Improvise both the sounds of the rhymes e.g sounds you might hear from the lyrics.</p> <p>And build onto composing simple beats in time and melodies – tambourines, drums...</p> <p>KEY CONCEPT:</p> <p>To perform with actions and voice (improved timing from Autumn 1)</p>	<p>Minibeasts Night and day Sand and water Seaside Seasons Weather Sea Space</p> <p>KEY CONCEPT: To perform with actions and voice (showing improved tone of voice and improved understanding of nursery rhyme music)</p>	<p>Create using voices and classroom instruments</p> <p>Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>action songs</p> <p>Share and Perform</p>
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<p>Year 1</p>	<p>Hey You! Charanga Is written in an old school hip hop style.</p> <p>KEY CONCEPT: children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes.</p>	<p>Christmas Performance Time.</p>	<p>In the groove Charanga</p> <p>In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.</p> <p>Recorders and glockenspiel opportunities.</p> <p>KEY CONCEPT: To perform the song in different styles.</p>	<p>Ocarina – learning unit.</p> <p>Follow the scheme of work with the ocarina pack.</p>  <p>KEY CONCEPT: To perform with instruments.</p> <p>Learn the importance of different notes.</p>	<p>Your Imagination Charanga</p> <p>This is a brand new Unit of Work for 2017/18. It is a song about using your imagination.</p> <p>Opportunities for composing!</p> <p>Children to compose their own short pieces of music or work together as a class to create a piece of music based around the theme 'imagination.'</p> <p>KEY CONCEPT: To perform voice with expression and develop improvisational skills.</p>	<p>Reflect, Rewind and Replay</p> <p>KEY CONCEPT: Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>Recap and practice the Ocarina unit previously covered throughout the half term.</p> 
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<p>Year 2</p>	<p>Hands, feet, heart Charanga Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.</p> <p>Opportunities to practice their percussion skills with the bongo drums and glockenspiels to compose simple melodies in small groups linked to the South African styles.</p> <p>KEY CONCEPT: To perform a piece of music from South Africa. To develop an understanding of other culture's music. To develop skills and an awareness of performing in different styles of music.</p>	<p>Christmas Performance Time. Recorder Songs 1</p> <p>KEY CONCEPT: Develop recorder skills. Children to practice recorders for homework.</p>	<p>I Wanna Play in a band Charanga I Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.</p> <p>KEY CONCEPT: Sing, play, improvise and compose with classic rock songs.</p> <p>Minimum one week/session of recorders</p>	<p>Zootime Charanga A Reggae Song for Children by Joanna Mangona</p> <p>Opportunities for children to improvise beats in time need to be given (with the song, with and without instruments.)</p> <p>Also opportunity for children to experiment with backing vocals.</p> <p>KEY CONCEPT: Sing, play, improvise and compose with reggae songs.</p> <p>Minimum one week/session of recorders</p>	<p>Friendship song Charanga by Joanna Mangona and Pete Readman</p> <p>This is a brand new Unit of Work for 2017/18. It is a song about being friends.</p> <p>This could link into the PSHE work and writing if appropriate.</p> <p>Also link to school values.</p> <p>KEY CONCEPT: Sing, play, improvise a song with a theme.</p> <p>Minimum one week/session of recorders</p>	<p>Reflect, Rewind and Replay Recorder Songs 1</p> <p>KEY CONCEPT: Develop recorder skills. Children to practice recorders for homework. KEY CONCEPT: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place Children could perform a song with Y1?</p>
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Curriculum links: **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Year 3	<p><u>Let your spirit fly Charanga</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all</p>	Christmas Performance Time.	<p>From Autumn 2 Year 3 Charanga</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p>Perhaps start to use the scores provided in this unit. Be aware that not every child will want to, or be able to read notated</p>	<p>Recorder Songs 1</p> <div data-bbox="1160 836 1379 1037" style="border: 1px solid black; padding: 5px;"> <p>https://www.lancashiremusicshub.co.uk/c/1314439-instruments/1314339-blown-away-recorder-book-1</p> </div>	<p>Bringing us together Charanga And The Dragon Song Charanga</p> <p>by Joanna Mangona and Pete Readman</p> <p>This is a brand new Unit of Work for 2017/18. It is a disco song about friendship, peace, hope and unity.</p> <p>Children to practice recorders for</p>	<p>Recorder songs 2</p> <p>Children to practice recorders for homework.</p> <p>KEY CONCEPT:</p> <p>Improvisation using voices and instruments.</p> <p>Share and perform the learning that has taken place.</p>
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<https://www.lancashiremusicshub.co.uk/c/1314439-instruments/1314340-blown-away-recorder-book-2>

	<p>linked.</p> <p>KEY CONCEPT: To further the understanding of pulse, rhythm, pitch.</p>		<p>music but having an understanding of the language of music is important.</p> <p>Opportunity for Year 3 to perform/work with year 4.</p> <p>KEY CONCEPT: To understand the importance of notes on the glockenspiel.</p>	<p>KEY CONCEPT: Develop recorder skills. Children to practice recorders for homework.</p>	<p>homework. This can be the PSHE focus for the half term.</p> <p>KEY CONCEPT: Develop singing skills using tone and volume. Understand the meaning of the lyrics in the song</p> <p>Children should improvise to music and compose a short piece of music with instruments of their choice.</p>	
Year 4	<p>Mamma Mia Charanga</p> <p>As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits. Perform songs using lead vocals and backing vocals.</p>	Christmas Performance Time.	<p>From Autumn 2 Year 4 Charanga</p> <p>This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1. Perhaps start to use the scores provided in this unit. Be aware that not every child will want to, or be able to read notated music but having an understanding of the language of music is important.</p> <p>Opportunity for</p>	<p>Lean on me Charanga</p> <p>Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.</p> <p>KEY CONCEPT: Children should listen to a range of live and</p>	<p>Blackbird Charanga</p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p> <p>Explore the meaning of the songs for this topic and how the different parts of the music creates a 'theme' and conveys a mood.</p> <p>Explore the live and</p>	<p>Reflect, Rewind and Replay</p> <p>Musical learning focus:</p> <p>Listen and Appraise Teacher's/ Pupil's Choice of genre</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>FOCUS ON Composition – using a wide range of</p>

	<p>KEY CONCEPT: Sing, play, improvise and compose with the well known song Mamma Mia.</p>		<p>Year 3 to perform/work with year 4.</p> <p>KEY CONCEPT: Understanding the language of music and notes in time with the music.</p>	<p>recorded music here. Practice staying in time with each other.</p>	<p>recorded versions of the song in detail. Children should learn the history of The Beatles era music here. Examine how their style changed in one lesson.</p> <p>KEY CONCEPT: Explore the meaning of the songs for this topic and how the different parts of the music creates a 'theme' and conveys a mood.</p> <p>Develop tone and volume control.</p>	<p>instruments.</p> <p>THIS COULD HAVE A SONG COMPOSED WITH A SIMILAR THEME TO BLACKBIRD</p> <p>Share and perform the learning that has taken place.</p> <p>KEY CONCEPT: Explore the meaning of the songs for this topic and how the different parts of the music creates a 'theme' and conveys a mood.</p> <p>Develop tone and volume control.</p>
Year 5	<p>Livin' on a prayer Charanga</p> <p>This newly upgraded unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive</p>	Christmas Performance Time.	<p>Make You Feel My Love Charanga</p> <p>is a pop ballad written by Bob Dylan and covered by Adele.</p> <p>The unit will focus around covers of</p>	<p>The Fresh Prince of Bel Air Charanga</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel Air. The material presents an integrated approach</p>	<p>Explore a wider variety of songs. Based on children's interests this half term.</p> <p>Opportunities for the children to perform each other's musical choices.</p>	<p>Reflect, Rewind and Replay</p> <p>Musical learning focus:</p> <p>Listen and Appraise Teacher's/ Pupil's Choice of genre</p> <p>Continue to embed the foundations of the interrelated dimensions of music using</p>

	<p>Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool. Children perform the song with the backing track and then write short pieces of music with a beat and lyrics inspired by Livin' on a prayer.</p> <p>KEY CONCEPT: Develop understanding of rock music and develop control of their tone and volume between verses and chorus.</p>		<p>songs. Praise and listen to a range of cover songs. (teacher's choice). The children will then try to cover a song chosen by them or the teacher in a different style to the original. E.g Here comes the sun – The beatles as a raegge style (slower melody and percussion used rather than rock and roll guitar). This topic can also link to the Space topic and children can examine music and lyrics with this theme. Possible outcome- children recreate a space song.</p> <p>KEY CONCEPT: Develop understanding of how cover song contrast each other. Perform a song in a different style.</p>	<p>to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>KEY CONCEPT: Children should perform the song without the backing track (clapping) and then progressing onto instruments (drums and percussion based).</p>	<p>Focus – performing a range of songs from different times/ eras.</p> <p>One song per week (this could be a short session each week where the children learn about a new song – song of the week).</p> <p>KEY CONCEPT: Focus – performing a range of songs from different times/ eras. Also focus on the understanding of the context/ era for the musical styles/ songs.</p>	<p>voices and instruments</p> <p>Singing Play instruments within the song Improvisation using voices and instruments</p> <p>KEY CONCEPT: FOCUS ON Composition – using a wide range of instruments.</p> <p>THIS COULD HAVE A SONG in the style of Fresh Prince of Bel Air and allow the children to both sing and rap the lyrics.</p> <p>Share and perform the learning that has taken place.</p>
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<p>Year 6</p>	<p>I'll Be There Charanga</p> <p>All the learning in this unit is focused around one song: I'll Be There by The Jackson 5 - a Unit of Work about Michael Jackson, his music and how he contributed to the development of Pop music.</p> <p>KEY CONCEPT: Explore the history and legacy his music left behind and have discussions on the meaning of his songs. E.g Earth song. Explore the use of volume and</p>	<p>Christmas Performance Time.</p>	<p>Happy – Charanga</p> <p>Some of the learning in this unit is focused around one song: Happy, a pop song by Pharrell Williams.</p> <p>Children should also explore songs which convey a mood and emotional songs.</p> <p>Children will discuss the songs and their meanings. Comparing and contrasting the music styles and emotions they convey.</p> <p>Possible songs: Yesterday – The</p>	<p>Previous half term continued.</p> <p>Explore a wider variety of songs. Based on children's interests this half term.</p> <p>Opportunities for the children to perform each other's musical choices.</p> <p>Focus – performing a range of songs from different times/ eras.</p> <p>One song per week (this could be a short session each week where the children learn about a new song – song of the week).</p> <p>KEY CONCEPT: They should</p>	<p>You've got a friend Charanga</p>	<p>Reflect, Rewind and Replay Charanga</p> <p>(Musical learning focus)</p> <p>KEY CONCEPT: Listen and Appraise Teacher's/ Pupil's Choice of genre</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Children to compose a short piece of music as a group. Or a song as a class which they all contribute to and experiment with different melodies.</p> <p>FOCUS AROUND THE LEAVERS ASSEMBLY SONGS AND POEMS</p> <p>Share and perform the learning that has taken place.</p>
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	<p>tone with improvisation of instruments.</p> <p>Allow all children to perform using instruments for this topic (recorders or glockenspiels).</p>		<p>Beatles Elton John's music Queen Chart songs</p> <p>Possible outcome- children as a class create a song based on happy or a song which conveys a particular mood – e.g happy, excited...</p> <p>KEY CONCEPT: Pupils should be taught to sing and play musically with increasing confidence and control.</p>	<p>develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>		
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