



Music Curriculum

2021-22

Northbourne CE Primary School
Cockcroft Road,
Didcot
OX11 8LJ

Music Curriculum

“Music begins where the possibility of language ends”

Jean Sibelius

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music at Northbourne enables children to better understand the world they live in. Besides being a creative and enjoyable activity, Music can also be a highly academic and demanding subject. It plays an important part in helping children feel part of a community.

The National Curriculum for Music aims to ensure that all pupils *perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.*

Staff provide opportunities for all children to create, play, perform and enjoy music; to develop their skills; to appreciate a wide variety of musical forms; and to begin to make judgements about the quality of music.

1. Planning, teaching and learning

Music teaching at Northbourne is blocked and spread throughout the school year. Rather than being taught every term for a shorter period of time, it is typically taught through longer sessions in two terms of each year. This is intended to allow pupils to become engrossed in their learning and their skills to be deepened, allowing Music teaching to have a prominent place in the curriculum.

At Northbourne, we follow the Charanga Musical School scheme of work. The scheme supports all the requirements of the National Curriculum, and provides a practical, exploratory and child-led approach to musical learning. It aids children to develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion, and create their own musical ideas. The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities, and across the year groups, enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill does not mean their progress is slowing down or their development is moving backwards, but rather shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Charanga Musical School has been developed to provide a range of materials from across the ages and around the world. The Units of Work include listening pieces such as *The Planets – Mars*, by Gustav Holst as well as more contemporary pieces including well known pop songs, in a broad range of styles.

Singing is central to Charanga Musical School, with the Units of Work based around songs with differentiated instrumental parts for 24 instruments. They have been created to support a class ensemble approach, where each child can sing and play an appropriate instrumental line. This helps to draw together children's learning together into a meaningful 'musical experience'. Improvisation and composition for voices and instruments form part of each Units of Work and can be used as starting points for further creative work.

Throughout Charanga Musical School, the children are encouraged to behave as musicians and explore the dimensions using their voices, body percussion and instruments. Staff and other notations can be introduced gradually, supporting musical development so that the children sing and play first before being shown how this can be represented on a score. Through questioning, the children are encouraged to consider and mimic the sounds they hear, identify instruments or voices used, and use musical language to describe the style and how is the piece structured, for example.

In addition to the use of Charanga, every other cycle, children in LKS2 have one year of learning Djembe drums, for one hour a week, through the First Access to Music programme delivered by Oxfordshire County Music Service.

2. Musical enrichment and performance opportunities

Children across school sing together regularly during collective worship, weekly singing assemblies and at church services, accompanied by live piano or pre-recorded backing tracks.

In addition, every school year, every child takes part in a production. Children in Foundation Stage and KS1 perform a Christmas nativity and children in KS2 take part in their own productions, including solo, group and ensemble singing. Children learning musical instruments, and those within the school's iRock bands, are given the opportunity to perform to the school and parents during their own assemblies and concerts.

In addition to performing themselves, children are fortunate to watch performances from external music teachers.

3. Music beyond the curriculum

Staff encourage all children to participate in a variety of musical activities outside of the classroom. We have a very active school choir, which we encourage all children from years 2-6 to join. The choir meets weekly, with the primary aim of enabling children to enjoy singing together. The choir performs at a number of events throughout the year, both in and out of school, including Festival of Voices, Didcot Schools Music Festival, Young Voices and Didcot Town Carol Concert.

Children are offered the opportunity to study a musical instrument, including piano, guitar and brass instruments, with peripatetic teachers.

Children across the school are invited to join iRock – in-school band lessons with specialist teachers – which give children the opportunity to form their own rock band, learning guitar, drums, and keyboard.

4. The contribution of music to the teaching in other curriculum areas

Music contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Children throughout the school develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes, with the rhythm and structure of music being mathematically based.

Music contributes significantly to the teaching of personal, social and health education. Through the common goal of making music, children learn to work effectively with other people and to build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in the building of self-confidence. Participation in public musical performances can be one of the most memorable things young people do at school.

Creating, performing or listening to music can sometimes be a moving and even spiritual experience, improving children's spiritual, moral, social and cultural development. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Northbourne encounter music from many cultures and through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Information and Communication Technology (ICT) enhances the teaching of music, where appropriate, in all key stages. Children use computer programs to compose music and they listen to music on the internet. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work. They can also use music to enhance their cross-curricular work e.g. creating soundtracks for their animations and podcasts.

5. Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making information judgements as they observe them during lessons. On completion of a unit of work, teachers assess work and give oral feedback as necessary to inform future progress. Pupils themselves are encouraged to make judgements about how they can improve their own work.

6. Coverage and Breadth

Reception and Year 1 (standalone year, 2020-2021)

	Ongoing musical learning focus (new and revisited skills)	Unit-specific focus
	Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing; Improvisation and Composition as options.	Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit)
Everyone!		<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • 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, Knees and Toes
Our World		<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sjeep • Row, Row, Row your Boat • The Wheels on The Bus • The Hokey Cokey

Year 2 (standalone year 2020-2021)

	Ongoing musical learning focus (new and revisited skills)	Unit-specific focus
	Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing; Improvisation and Composition as options.	Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit)
Sea Shanties	Non Charanga unit.	Non Charanga unit.
Ho Ho Ho	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing <p>Perform/Share</p>	<p>Wintertime, festivals and Christmas time. Creating a performance using music and dance. Mixed styles:</p> <ul style="list-style-type: none"> • Ho Ho Ho by Joanna Mangona (Christmas) • Blame It on The Boogie by The Jackson 5 (Pop) • Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom) • Suspicious Minds by Elvis Presley (Pop) • Sir Duke by Stevie Wonder (Funk) • Fly Me to The Moon by Frank Sinatra (Big Band/Jazz)

Reception (2021 onwards)

	<p>Ongoing musical learning focus (new and revisited skills)</p> <p>Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing; Improvisation and Composition as options.</p>	<p>Unit-specific focus</p> <p>Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit)</p>
Everyone!		<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • 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, Knees and Toes
Our World		<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sjeep • Row, Row, Row your Boat • The Wheels on The Bus • The Hokey Cokey

Key Stage One (2021 onwards, Cycle 1 and 2)

	Ongoing musical learning focus (new and revisited skills)	Unit-specific focus
Zoo time	<p>Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing; Improvisation and Composition as options.</p> <p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms. Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit)</p> <p>Reggae Music:</p> <ul style="list-style-type: none"> Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff
Your Imagination	<p>Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 <p>Perform/Share</p>	<p>Create your own lyrics. Mixed styles and listening to song/music about using your imagination:</p> <ul style="list-style-type: none"> Your Imagination by Joanna Mangona and Pete Readman Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin
Sea Shanties	Non Charanga unit.	Non Charanga unit.

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Rhythm in the Way We Walk and Banana Rap	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none">• Games• Singing <p>Perform/Share</p>	<p>How pulse, rhythm and pitch work together. Singing and rapping. Mixed styles:</p> <ul style="list-style-type: none">• Rhythm in The Way We Walk by Joanna Mangona (Reggae)• The Planets, Mars by Gustav Holst (Classical)• Tubular Bells by Mike Oldfield (Pop)• The Banana Rap by Jane Sebba (Hip Hop)• Happy by Pharrell Williams (Pop)• When I'm 64 by The Beatles (Pop)
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Lower Key Stage Two (Cycle 1 and 2)

	<p>Ongoing musical learning focus (new and revisited skills)</p> <p>Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing; Improvisation and Composition as options.</p>	<p>Unit-specific focus</p> <p>Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit)</p>
<p>Blackbird</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms. Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>The Beatles and the development of pop music. The Civil Rights Movement.</p> <p>The Beatles songs:</p> <ul style="list-style-type: none"> Blackbird Yellow Submarine Hey Jude Can't Buy Me Love Yesterday Let It Be
<p>Three Little Birds</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 <p>Perform/Share</p>	<p>Reggae and Bob Marley.</p> <p>Reggae music:</p> <ul style="list-style-type: none"> Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse
<p>Mamma Mia</p>	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 <p>Perform/Share</p>	<p>ABBA's music:</p> <ul style="list-style-type: none"> Mamma Mia Dancing Queen The Winner Takes It All Waterloo Super Trouper Thank You for The Music

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Bringing us Together

Listen & Appraise (descriptions for all strands as above)

Musical Activities - a new activity is added until Step 4:

- Games
- Singing
- Playing
- Improvisation - option after Step 3
- Composition - option after Step 4

Perform/Share

Disco Music:

- Bringing us Together by Joanna Mangona and Pete Readman
- Good Times by Nile Rogers
- Ain't Nobody by Chaka Khan
- We are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

Upper Key Stage Two (Cycle 1 and 2)

	<p>Ongoing musical learning focus (new and revisited skills)</p> <p>Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing; Improvisation and Composition as options.</p>	<p>Unit-specific focus</p> <p>Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit)</p>
<p>Livin' On A Prayer</p>	<p>In greater depth and with increasing confidence: Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. • Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. <p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Rock anthems:</p> <ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke on The Water by Deep Purple • Rockin' All Over the World by Status Quo • Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles
<p>Fresh Prince of Bel-Air</p>	<p>In greater depth and with increasing confidence: Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p>	<p>Old School Hip Hop:</p> <ul style="list-style-type: none"> • Fresh Prince of Bel-Air by Will Smith • Me, Myself and I by De La Soul • Ready or Not by The Fugees • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC

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<p>Happy</p>	<p>In greater depth and with increasing confidence: Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p>	<p>Music that makes you happy!</p> <ul style="list-style-type: none"> • Happy by Pharrell Williams • Top of The World by The Carpenters • Don't Worry, Be Happy by Bobby McFerrin • Walking on Sunshine by Katrina And The Waves • When You're Smiling by Frank Sinatra • Love Will Save The Day by Brendan Reilly
<p>Classroom Jazz</p>	<p>In greater depth and with increasing confidence: Listen & Appraise (descriptions for all strands as above) Musical Activities</p> <ul style="list-style-type: none"> • Playing • Improvisation • Composition <p>Perform/Share</p>	<p>Jazz and improvisation.</p>

7. Scheme Progression Overview

Key Stage One

	Differentiated Instrument Progression							Progression for Improvisation			Progression for Composition		
	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
Zootime	C	C, D	C, D	C, D	Crotchets	Crotchets	Quavers and Crotchets	C, D	C, D, E	C, D, E, F, G	C, D	C, D, E	C, D, E, F, G
Rhythm In The Way We Walk/Banana Rap	Singing and performing only							Singing and performing only			Singing and performing only		

Lower Key Stage Two

	Differentiated Instrument Progression							Progression for Improvisation			Progression for Composition		
	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
Bringing us Together	C	C	G, A, C	G, A, C	Minims and Minim Rests	Minims, Crochet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C, a	C, A, G	C, D, E, G, A

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Three Little Birds	G	G	B, C	G, A, B, C, D, E, F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G, A	G, A, B	G, A, B, D, E	G, A	G, A, B	G, A, B, D, E
Mamma Mia	G	G	G,A	G, A, B, C	Crotchets	Crotchets	Quavers, Crotchets	G, A	G, A, B	G, A, B, D, E	G, A	G, A, B	G, A, B, D, E
Blackbird	C	D, C	C, D, E	C, D, E, F, G	Dotted minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C, D	C, D, E	C, D	C, D, E	C, D, E, G, A

Upper Key Stage Two

	Differentiated Instrument Progression							Progression for Improvisation			Progression for Composition		
	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
Livin' On a Prayer	G	G, A, B	D, E, F#, G	D, E, F#, G, A, B, C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G, A	G, A, B	G, A, B, D, E	D, E or G, A	G, A, B or D, E, F#	G, A, B or D, E, F#, G, A
Fresh Prince of Bel-Air	A minor	D, A	A, G	C, D, E, F, G, A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D, E	D, E, F	D, E, F, G, A	D, E,	D, E, F	D, E, F, G, A
Happy	C major	G, A	B, A, G	E, D, C, B, A, G, E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A, G	A, G, B	A, G	A, G, B	C, E, G, A, B

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Classroom Jazz	G	G, A, C	D, E, G, A, B	D, E, F, G, A, B	Crochets and rests	Crochets and rests	Crochets and rests	G, A	G, A, B	G, A, B	Not applicable
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Strands	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	Shows an interest in the way musical instruments sound. Begins to build a repertoire of songs.	Listen, with sustained concentration, to high-quality live and recorded music. Use the correct musical language to describe a piece of music. Discuss feelings and emotions linked to different pieces of music.	Listen, with sustained concentration and understanding, to high-quality live and recorded music. Build and understand pulse and internalise it when listen to a piece of music. Develop an understanding of melody, the words and their importance in the music being listened to.	Listen, with sustained concentration, understanding and direction, to high-quality live and recorded music.	Listen to and recall sounds with increasing aural memory. Use musical language to appraise a piece or style of music. Confidently recognise and explore a range of instrumental styles and traditions and know their basic style indicators. Confidently recognise a range of musical instruments and the different sounds they make.	Listen with attention to detail and recall sounds with increasing aural memory.	Appropriately discuss the dimensions of music and recognise them in music heard. Listen with attention to detail and recall sounds within increasing aural memory and accuracy. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Vocalising and Singing	Joins in singing favourite songs.	Learn and perform chants, rhythms, raps and songs. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good practice.	Sing a song in two parts. Use the voice to improvise a simple rhythm. Use the voice to expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Improvise a simple rhythm using the voice.	Sing songs with multiple parts with increasing confidence.	Sing as part of an ensemble with confidence and precision.	Sing as part of an ensemble with increasing confidence and precision.	Sing as part of an ensemble with full confidence and precision.
Composing and Playing inc. improvisation	Create sounds by banging, shaking, tapping or blowing. Taps out simple repeated rhythms. Explores the different sounds of instruments.	Recognise different instruments. Find the pulse whilst listening to music. Listen to, copy and repeat a simple rhythm or melody.	Play instruments using the correct techniques with respect. Use tuned and untuned classroom percussion to play accompaniments and tunes.	Confidently recognise a range of musical instruments. Find the pulse within the context of different songs/music with ease. Formal written notation – crochets and rests.	Formal written notation – minims and quavers. Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.	Formal written notation – staff, semibreves and dotted crochets. Compose complex rhythms from an increasing aural memory. Improvise with increasing confidence using own	Formal written notation – staff, semibreves and dotted crochets. Create a simple composition and record using formal notation. Improvise and compose music for a range of

	<p>Explores and learns how sounds can be changed.</p> <p>Makes up rhythms.</p>	<p>Learn to follow the conductor or band leader.</p>	<p>Use tuned and untuned classroom percussion to compose and improvise.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Improvise a simple rhythm using different instruments.</p>	<p>Play in solo or ensemble contexts with confidence.</p>	<p>Play in solo or ensemble contexts with increasing confidence.</p>	<p>voice, rhythms and varied pitch.</p> <p>Play in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>	<p>purposes using the inter-related dimensions of music.</p> <p>Play in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p>
Music terminology		<p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow music is.</p> <p>Understand that dynamics describes how loud or quiet music is.</p> <p>Understand that rhythm is a mixture and long and short sounds that happen over the pulse.</p>	<p>Understand that timbre describes the character or quality of a sound.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p>	<p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p>			
General	<p>Explores and learns how sounds can be changed.</p> <p>Captures experiences and responses with music and dance.</p>					<p>Develop an increasing understanding of the history and context of music.</p> <p>Understand how pulse, rhythm and pitch work together.</p>	<p>Develop a deeper understanding of the history and context of music.</p>
Movement	<p>Enjoys joining in with dancing and ring games.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Begins to build a repertoire of dances.</p>						

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	Creates movement in response to music.						
Performance within sessions			Practise, rehearse and present performances to audiences with a growing awareness of the people watching.	Perform in solo or ensemble contexts with confidence.	Perform in solo or ensemble contexts with increasing confidence.	Perform in solo or ensemble contexts with some accuracy, control, fluency and expression.	Perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.
Whole school performance	Assembly to parents	Christmas Nativity	Christmas Nativity	Term 4 production	Term 4 production	Term 6 production	Term 6 production

Learning progression

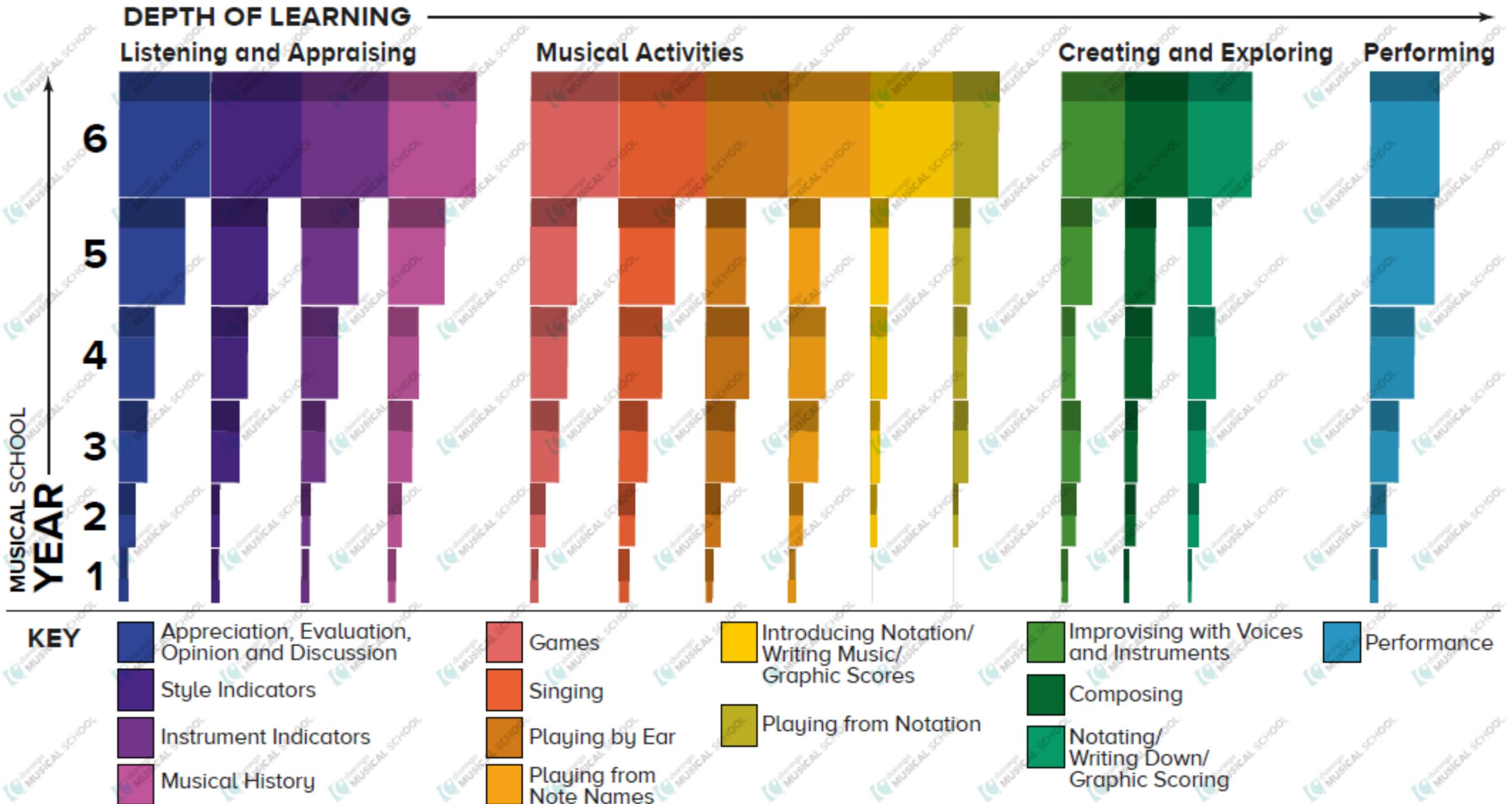
Depth of learning through Charanga Musical School

National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"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."



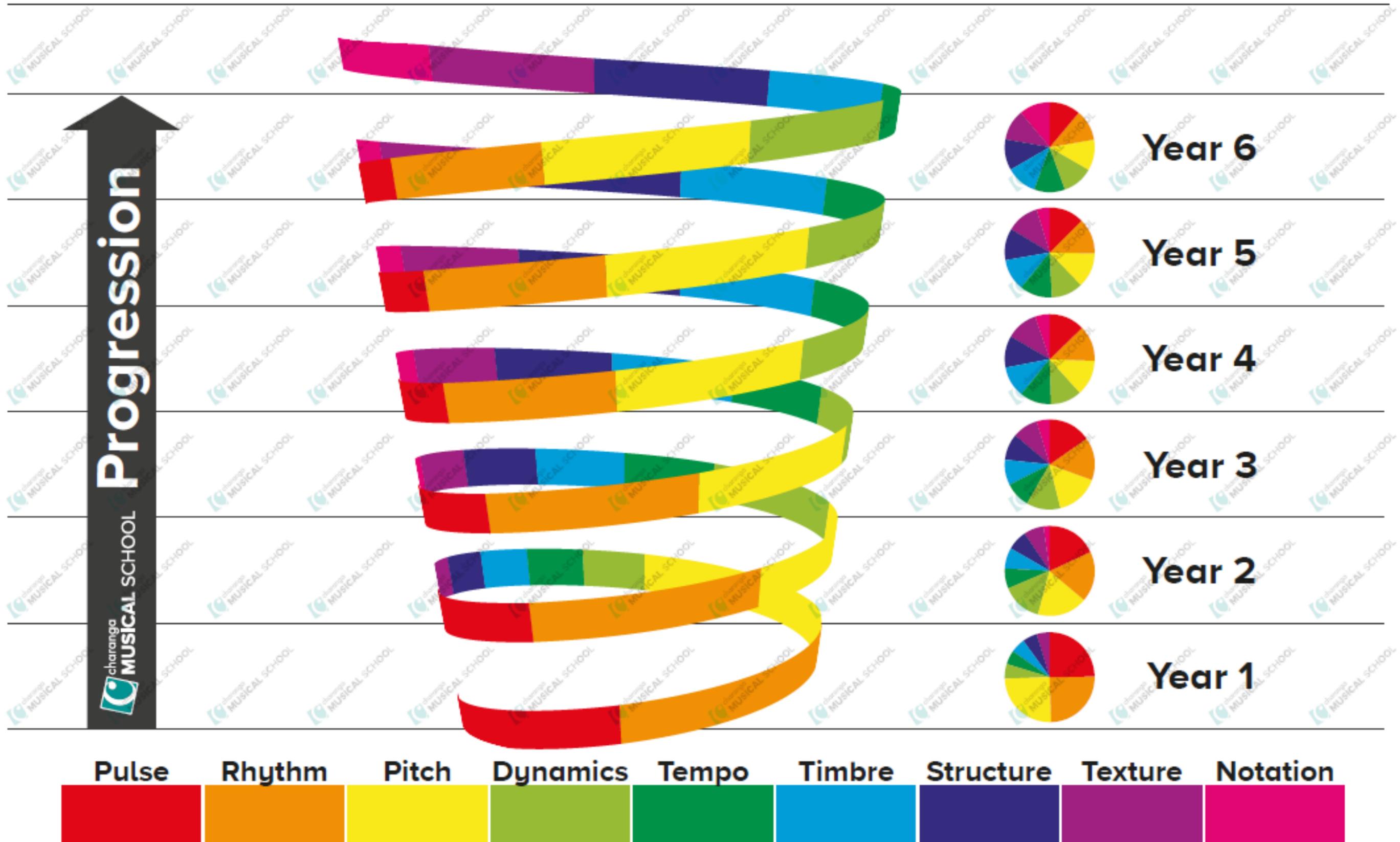
The Interrelated Dimensions of Music

Progression through Charanga Musical School

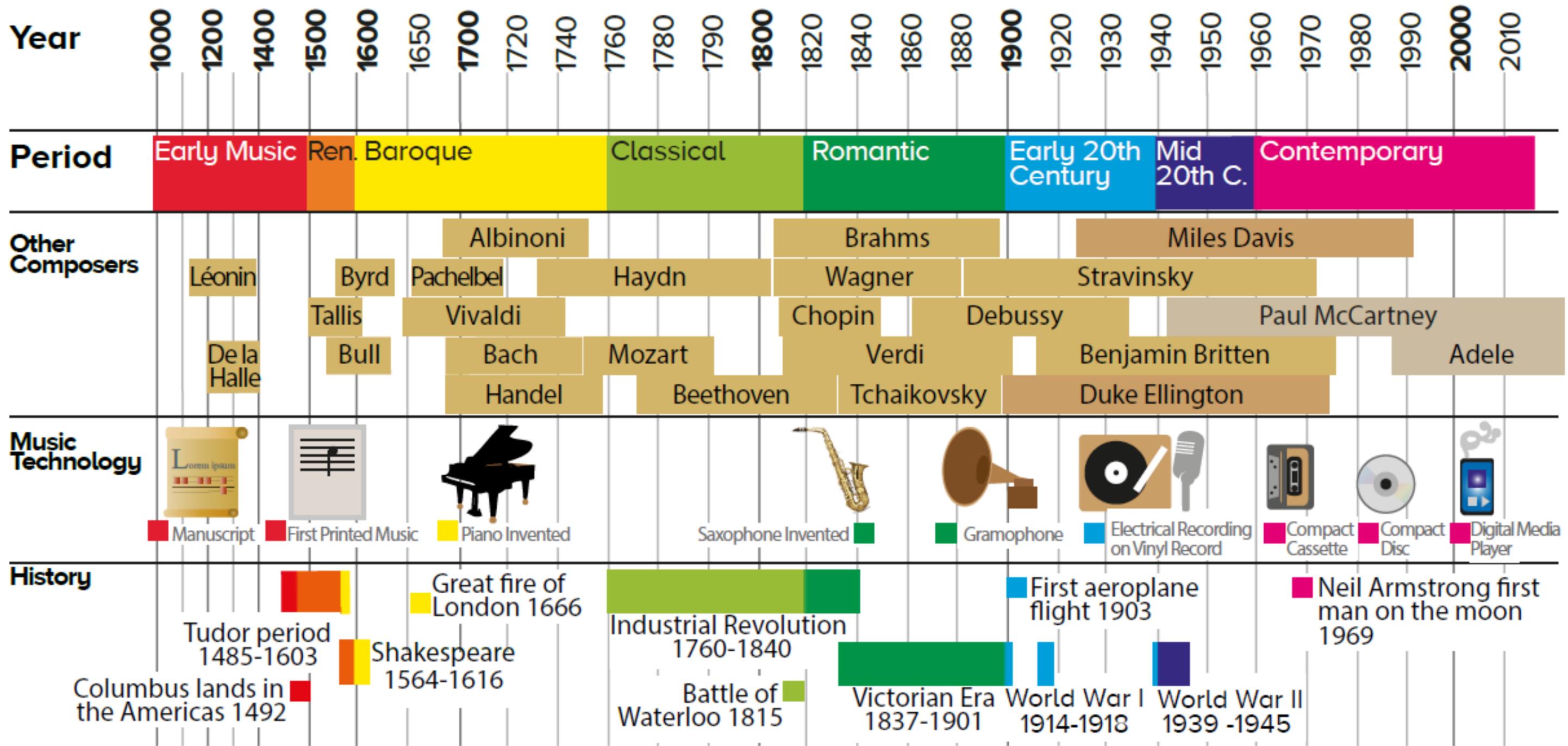
Progression throughout the Units of Work reinforces the interrelated dimensions of music.

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.



History of Music



Music Key Vocabulary

a capella	Without accompaniment from musical instruments, i.e. voices only.	remember.
appraising	Listening carefully.	improvise
arrangement	How voices and instruments are used in a song; where they occur within the song.	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.
back beat	Beats 2 and 4 in a drumline or if we are clapping along with the music.	interlude
backing	The accompaniment to a song.	A passage of music played between the main themes
balance	The level of volume at which players sing or play; if the balance is good then everyone can be heard.	introduction
ballad	A gentle love song.	Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.
band	Playing/singing/performing together.	lyrics
bridge/middle 8	Contrasting section which leads back to main material.	The words of a song.
chord	More than one note played at the same time.	melody
chorus	A repeated section in a song which gives the main message.	Another name for a tune.
coda	Short section which brings the song or piece to an end.	melodic
cover	A version of a song performed by someone other than the original artist that might sound a bit – or very – different.	Melody or tune.
composing	Creating and developing musical ideas and 'fixing' these.	notation
crossover	Can be a mixture of different styles which introduces new music to different audiences.	Ways to visually represent music.
decks	Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.	offbeat
drum loops	A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.	If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the off-beat you would clap on beats 2 and 4 not 1 and 3.
dynamics	How loud or quiet the music is.	original
ending	Short section which brings the song or piece to an end.	The first ever version of a song.
ensemble	A French word used to describe playing/singing/performing together.	ostinato
groove	The rhythmic part of the music that makes you want to move and dance.	A short-repeated pattern.
harmony	Different notes sung or played at the same time, to produce chords.	outro
hook	A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we	Short section which brings the song or piece to an end.
		pentatonic scale
		A fixed five-note pattern e.g. the five black keys on a piano.
		performing
		Singing and playing instruments.
		phrase
		A musical sentence.
		pitch
		The range of high and low sounds.
		pre-chorus
		A short section in a song, before the chorus.
		pulse/beat
		The heartbeat or steady beat of a song/piece of music.
		recurring theme
		A tune that repeats again and again in a piece of music.
		rhythm
		The combination of long and short sounds to make patterns.
		riff
		A short-repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
		roots reggae
		Music that deals with social and racial issues and brings in elements of Rastafari.
		sampling
		Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.
		secular
		Non-religious
		solo

An Italian word used to describe playing/singing/performing on our own.

structure/form/shape

How the sections (verses and choruses etc) of a song are ordered to make the whole piece.

style

The type of music e.g. blues or rock.

style indicators

Identifiers that show us the genre of the music.

syncopation

Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

tag

(Usually) a short ending, tagged on to the main part of the song.

tempo

An Italian word used to describe how fast/slow the music goes.

texture

Layers of sound in music.

timbre

The quality and character of the sound.

urban contemporary

Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.

verse

A section in a song which has the same tune but different words.

