

Music Whole School Overview

The **Charanga** scheme is used by Years 1-6. Each Unit of Work comprises of strands of musical learning. These include – Listening and Appraising, Singing, Playing Instruments, Improvisation, Composition and Performing. All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

The children develop these skills which form part of the learning spiral. Over time, children both develop new musical skills and concepts, and re-visit established musical skills and concepts in order to master them. Charanga enables children to understand these concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities and in relation to different styles of music enables a more secure, deeper learning and mastery of musical skills.

The skills and knowledge progress in a number of ways, including, but not limited to the increase in complexity of songs and the discussions around these when appraising. They also progress through an increase in notes used and more complex rhythm patterns when following notation, composing and improvising. For example: In Year 1 the children compose by adding notes to an existing piece of music which they have previously appraised. In Year 6, the children learn about inspirational females in the music industry. They learn about identity and compose their own music to represent their identities.

Within Early Years, the children will listen and appraise various pieces of music linked to the topic each half term, whilst developing key musical skills. The children will be taught through the ‘Tune into Talking’ scheme.

All children are expected to contribute to a performance by singing, playing an instrumental part, improvising or by performing a composition on multiple occasions throughout the year. Performances are recorded and children are encouraged to reflect on these, discussing their thoughts and feelings towards it and how it may be improved.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Reception	Children in our EYFS will work towards the Early Learning Goals for Expressive Arts and Design (Being Imaginative and Expressive). Children will be taught through the ‘Tune into Talking’ scheme and skills will be revisited each half term.					
Year 1	<p>Hey You! Style: Old-School Hip Hop</p> <p><u>Singing:</u> Rap and sing in time to the music.</p> <p><u>Performing:</u></p>	<p>Rhythm in the way we walk and Banana Rap Style: Reggae, Hip Hop</p> <p><u>Singing:</u> Rap and sing in time to the music.</p>	<p>In the Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p><u>Singing:</u> Ensemble</p>	<p>Round and Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p><u>Singing:</u></p>	<p>Your Imagination Style: Pop</p> <p><u>Singing:</u> Ensemble Sing in unison and in two parts.</p>	<p>Reflect, Rewind and Replay Style: Classical</p> <p><u>Singing:</u> Rap and sing in time to the music.</p>

	<p>Pulse March in time with the pulse. Define what a performance is. Name instruments they are playing. Add ideas to a performance. Rhythm Copy back rhythms they hear. Clap name rhythms. Create own basic rhythms. <u>Composing:</u> Improvise Improvise using notes C and G. Compose Compose a simple melody using simple rhythms using notes C, D and E. Play instrumental parts Play instrumental parts accurately and in time using notes C and G. <u>Appraising:</u> Listening Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Begin to understand that pitch is high and low sounds. <u>Performing:</u> Pulse March in time with the pulse. Rhythm Copy back the rhythms they hear. Clap the rhythm of their name and create their own rhythms. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Sing as part of a group and in time to the music in more than one style. <u>Performing:</u> Pulse March/move in time with the pulse. Rhythm Clap rhythms and create their own rhythms. Play instrumental parts Play an instrument accurately and in time using notes C and D. <u>Composing:</u> Improvise Improvise using notes C and D. Compose Compose a simple melody using simple rhythms using notes C, D and E. <u>Appraising:</u> Identify five different musical styles. Reflect on a recorded class performance.</p>	<p>Sing a song together with the actions. <u>Performing:</u> Pulse March/move in time with the pulse. Rhythm Clap rhythms and create their own rhythms. Play an instrument accurately and in time using notes D, F, C and D. <u>Composing:</u> Improvise Improvise using notes D and E. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p><u>Performing:</u> Pulse Find the pulse (body percussion). Rhythm Copy back the rhythms they hear. Clap rhythms and create their own rhythms. <u>Composing:</u> Improvise Improvise using notes C and D. Improvise through clapping and singing. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Understand that pitch is high and low sounds. Ensemble Sing in unison and in two parts. <u>Performing:</u> Pulse Find the pulse (instrument). Rhythm Create own rhythms (body percussion). Play instrumental parts Play instrumental parts accurately and in time. <u>Composing:</u> Compose Compose with First Composer using glockenspiels. <u>Appraising:</u> Recognise and name two or more instruments within a piece of music. Begin to use musical vocabulary including pulse, rhythm, beat, pitch and tempo. Verbalise responses to music.</p>
Year 2	<p>Hands, Feet, Heart Style: South African <u>Singing:</u> Ensemble Recognise that songs sometimes have a</p>	<p>Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs <u>Singing:</u> Ensemble</p>	<p>I Wanna Play in a Band Style: Rock <u>Singing:</u> Sing and dance together and in time. <u>Performing:</u></p>	<p>Zootime Style: Reggae <u>Singing:</u> Sing and dance together and in time. <u>Performing:</u></p>	<p>Friendship Song Style: Pop <u>Singing:</u> Ensemble Sing in two parts. <u>Performing:</u></p>	<p>Reflect, Rewind and Replay Style: Classical <u>Singing:</u> Sing and rap together and in time.</p>

	<p>question and answer section and a chorus. Performing: Pulse March in time with the pulse. Pitch Know that we alter our pitch when singing and playing instruments. Rhythm Know that rhythm is different to the pulse. Clap rhythms (including long and short sounds) whilst marching to the pulse. Create simple rhythms. Play instrumental parts Play instrumental parts accurately and in time using notes G, A and C. Composing: Improvise Improvise using notes C and D. Compose Compose using notes C, D and E. Appraising: Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Sing and rap together and in time. Sing in groups. Performing: Pitch Be aware of the varied pitch we add to the pulse and rhythm when we sing/play an instrument. Pulse Freestyle finding the pulse. Rhythm Clap rhythms (including long and short sounds) whilst marching to the pulse. Play instrumental parts accurately and in time using notes G, A and B. Composing: Improvise Improvise using words. Appraising: Understand that songs have a musical style e.g. rap. Recognise and name two or more instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Pulse Freestyle finding the pulse. Rhythm Clap rhythms (including long and short sounds) whilst marching to the pulse. Play instrumental parts Play instrumental parts accurately and in time using notes D and C or G, F and C. Composing: Improvise Improvise using notes F and G. Compose Compose a melody using simple rhythms using notes F, G and A. Appraising: Understand that songs have a musical style e.g. rock. Recognise and name some of the instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Rhythm Copy and create rhythms (including long and short sounds) whilst marching to the pulse. Pitch Define pitch. Play instrumental parts Play instrumental parts accurately and in time using notes C and D. Composing: Improvise Improvise using notes C and D. Compose Compose a melody using simple rhythms using notes C, D and E. Appraising: Understand that songs have a musical style e.g. reggae. Recognise and name some of the instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Pulse Freestyle finding the pulse. Rhythm Copy and create rhythms (including long and short sounds) whilst marching to the pulse. Play instrumental parts Play instrumental parts accurately and in time using notes E and G. Composing: Improvise Improvise using notes C and D. Compose Compose a melody using simple rhythms using notes E, G, A and B. Appraising: Understand that songs have a musical style e.g. pop. Recognise and name two or more of the instruments within a piece of music. Reflect on a recorded class performance.</p>	<p>Sing and dance together and in time. Ensemble Recognise that songs sometimes have a question and answer section and a chorus. Sing in two parts. Performing: Pulse Freestyle finding the pulse (instrument). Rhythm Know that rhythm is different to the pulse. Pitch Define pitch. Play instrumental parts Play instrumental parts accurately and in time (Revisit previous songs). Composing: Compose Compose with First Composer using glockenspiels. Appraising: Recognise and name two or more of the instruments within a piece of music. Understand that songs have a musical style. Reflect on a recorded class performance</p>
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<p>Year 3</p>	<p>Let Your Spirit Fly Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p><u>Singing:</u> Solo Pitch copy back - Listen and sing back Ensemble Sing in two parts</p> <p><u>Playing an Instrument:</u> Play instrumental parts accurately and in time using notes E, F, G, A, B and C by ear and from notation. Rhythm Copy back rhythmic and melodic patterns Copy back with instruments with and without notation and with notation using notes C and D. <u>Composing:</u> Improvise Improvise using notes C and D. Compose Compose a melody using simple rhythms using notes C, D, E, F and G. <u>Appraising:</u> Listen and Appreciate Identify the piece's structure: Introduction, verse, chorus</p>	<p>Glockenspiel Stage 1</p> <p><u>Playing an Instrument:</u> Read and play the notes C, D, E and F. Perform a number of tunes using the notes above. Perform Perform including one or more of the following: improvisation, instrumental performance, composition and reflect on the performance</p> <p><u>Composing:</u> Improvise Improvise using notes C and D. Compose Compose using notes C, D, E and F.</p> <p><u>Appraising:</u> Listen and Appreciate Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song.</p>	<p>Three Little Birds Style: Reggae</p> <p><u>Singing:</u> Ensemble In unison</p> <p><u>Playing an Instrument:</u> Copy back, play and invent rhythmic and melodic patterns. Play instrumental parts accurately and in time using notes G, A and C. Copy back with instruments with and without notation using notes C and D. Contribute to a performance by singing, playing an instrumental part, improvising or by performing the composition</p> <p><u>Composing:</u> Compose a melody using simple rhythms using the notes C, D, E, G and A. <u>Appraising:</u> Listen and Appreciate Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric</p>	<p>The Dragon Song Style: Funk and music from around the world</p> <p><u>Singing:</u> Ensemble Sing in two parts</p> <p><u>Playing an Instrument:</u> Copy back, play and invent rhythmic and melodic patterns. Play instrumental parts accurately and in time using note G by ear. Copy back with instruments with and without notation using notes C and D.</p> <p><u>Composing:</u> Improvise Improvise using notes G, A and B. Compose Compose a melody using simple rhythms. <u>Appraising:</u> Listen and Appreciate Identify the themes: Kindness, respect, friendship, acceptance and happiness Identify the instruments/voices: Keyboard, drums, bass, a female singer Explain how the words of the song tell a story</p>	<p>Bringing Us Together Style: Disco</p> <p><u>Singing:</u> Ensemble Sing in two parts</p> <p><u>Playing an Instrument:</u> Copy back, play and invent rhythmic and melodic patterns. Play instrumental parts accurately and in time using notes G, A and C. Copy back with instruments with and without notation using notes C and A.</p> <p><u>Composing:</u> Compose a melody using simple rhythms using the notes C, D, E, G and A.</p> <p><u>Appraising:</u> Listen and Appreciate Find the pulse while listening. Identify rhythms, tempo changes, dynamics Identify the instruments/voices including keyboard, drums, bass, a female singer Explain how the words of the song tell a story. Know how pulse, rhythm and pitch work together to create a song.</p>	<p>Reflect, Rewind and Replay Style: Western Classical Music</p> <p><u>Singing:</u> Solo Pitch copy back Ensemble Sing in two parts Sing in unison <u>Playing an Instrument:</u> Use untuned instruments to perform pieces composed by self and others Rhythm Grid – explore rhythm and beat <u>Composing:</u> Compose using technology <u>Appraising:</u> Listen and Appreciate Find the pulse while listening. Identify rhythms, tempo changes, dynamics Explore and use musical vocabulary – pulse, duration, staves, clefs, rhythm, crotchet, crotchet rest, treble clef, pitch, time signatures, minim, minim rest, tempo, dynamics, bar lines Identify the instruments/voices Know how pulse, rhythm and pitch work together to create a song.</p>
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	Identify the instruments/voices including Male/female voices, bass, drums, guitar, keyboard, synthesizer Find the pulse while listening. Identify rhythms, tempo changes, dynamics.		guitar, keyboard, organ, male, backing vocals Find the pulse. Know the difference between pulse and rhythm.	Know the difference between pulse and rhythm.		
Year 4	<p>Mamma Mia Style: Pop</p> <p><u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Copy back, play and invent rhythmic and melodic patterns using and reading notes G and A. <u>Composing:</u> Improvise Improvise using notes G and A. Compose Compose a melody using simple rhythms using the notes G, A and B. <u>Appraising:</u> Listen and Appreciate Identify the piece's structure: Intro, verse,</p>	<p>Glockenspiel Stage 2</p> <p><u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Revise, play and read the notes C, D, E, F and G and use these when performing a number of songs. <u>Composing:</u> Compose a melody using more complex rhythms using notes C, D, E, F and G.</p> <p><u>Appraising:</u> Listen and Appreciate Identify the pulse and rhythm and use musical terminology to describe these. Find the pulse whilst listening and begin to identify changes in tempo, dynamics and texture.</p>	<p>Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p><u>Singing:</u> Ensemble Sing and rap in unison and in parts</p> <p><u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Copy back, play and invent rhythmic and melodic patterns using and reading notes C and D. <u>Composing:</u> Compose lyrics about a chosen topic <u>Appraising:</u> Listen and Appreciate Identify the structure: Intro and 6 rapped verses, each with a sung chorus</p>	<p>Lean on Me Style: Gospel</p> <p><u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Play instrumental parts accurately and in time, as part of the performance using notes E, F and G by ear and from notation. Copy back, play and invent rhythmic and melodic patterns using and reading notes F and G. <u>Composing:</u> Improvise Improvise using notes F and G. <u>Appraising:</u> Listen and Appreciate</p>	<p>Blackbird Style: Pop</p> <p><u>Singing:</u> Ensemble Sing in unison</p> <p><u>Playing an Instrument:</u> Know the difference between pulse and rhythm and be able to keep the internal pulse. Create musical ideas for the group to copy or respond to. Play instrumental parts accurately and in time, as part of the performance using notes G, A, B and C by ear and from notation. <u>Composing:</u> Improvise Improvise using notes C, D and E. Compose Compose a melody using simple rhythms using the notes C, D and E. <u>Appraising:</u> Listen and Appreciate Identify the themes: Equality, civil rights</p>	<p>Reflect, Rewind and Replay Style: Western Classical Music</p> <p><u>Singing:</u> Ensemble Sing and rap in unison and in parts</p> <p><u>Playing an Instrument:</u> Revisit songs from earlier in the year and perform instrumental parts (glockenspiel) Music Explorer - Play instrumental parts accurately and in time with varied styles, tempos and notes. Play glockenspiels/ body percussion to keep the pulse Rhythm Grid – explore rhythm and beat <u>Appraising:</u> Listen and Appreciate Identify the themes in music Identify instruments/voices in a piece of music Describe the story told by the music and lyrics</p>

	<p>bridge, chorus, introduction, verse, bridge, chorus</p> <p>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums</p> <p>Find the pulse whilst listening. Begin to identify changes in tempo, dynamics and texture.</p>		<p>Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p>	<p>Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro</p> <p>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ</p> <p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p>	<p>Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong</p> <p>Describe the story told by the music and lyrics</p>	<p>Explore and use musical vocabulary – pulse, rhythm, pitch, duration, staves and clefs, time signatures, tempo, dynamics, semibreve, semibreve rest, timbre, texture, treble clef. quaver, quaver rest</p>
Year 5	<p>Music Centre - Guitars TBC</p>	<p>Music Centre – Guitars TBC</p>	<p>Music Centre – Guitars TBC</p>	<p>Music Centre – Guitars TBC</p>	<p>Music Centre – Guitars TBC</p>	<p>Music Centre – Guitars TBC</p>
Year 6	<p>Happy Style: Pop/Motown Singing: Ensemble Sing in unison</p> <p>Playing an Instrument: Play instrumental parts accurately and in time, as part of the performance using notes G, A, B, C, D and E by ear and from notation. Rhythm and pitch copy back and question and answer.</p> <p>Composing: Improvise Improvise in the lessons and as part of the</p>	<p>Classroom Jazz Style: Jazz, Latin, Blues</p> <p>Playing an Instrument: Play instrumental parts accurately and in time, as part of the performance using notes C, D, F, E, G, A, B & C and C, Bb, G, F & C by ear (Meet the Blues)</p> <p>Composing: Improvise Improvise in a Blues style using the notes C, Bb, G, F and C Improvise in Bacharach Anorak using the notes: - C, D - C, D, E - C, D, E, F, G - C, D, E, F, G, A, B + C</p>	<p>A New Year Carol Themes: Benjamin Britten's music and cover versions</p> <p>Singing: Ensemble Sing in unison Solo Sing a song in a variety of styles (original and Urban Gospel)</p> <p>Playing an Instrument: Clap rhythms found within the song (body percussion)</p> <p>Appraising: Listen and Appreciate</p>	<p>You've Got A Friend Style: The Music of Carole King</p> <p>Singing: Ensemble Sing in unison</p> <p>Playing an Instrument: Play instrumental parts accurately and in time, as part of the performance using notes C, D, E & F and D, E, F, G, A, B & C by ear and from notation. Rhythm and pitch copy back and question and answer using notes A, G and E.</p> <p>Composing:</p>	<p>Music and Me Style: Inspirational women in the music industry</p> <p>Composing: Compose Discuss and reflect on the planning and writing of their compositions, including external influences and inspiration</p> <p>Appraising: Listen and Appreciate Critically discuss the music of the featured artists Discuss the impact of inspirational female musicians Relate a piece of music to their personal experiences</p>	<p>Reflect, Rewind and Replay Style: Western Classical Music</p> <p>Singing: Ensemble Sing in two parts Sing in unison</p> <p>Playing an Instrument: Revisit songs from earlier in the year and perform instrumental parts (glockenspiel) Music Explorer - Play instrumental parts accurately and in time with selected styles, tempos and notes. Play glockenspiels/ body percussion to keep the pulse</p>

	<p>performance using notes A, G and B. Compose Compose a melody using simple rhythms and use as part of the performance using notes C, E, G, A and B.</p> <p><u>Appraising:</u> Listen and Appreciate Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p><u>Appraising:</u> Listen and Appreciate Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p>Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify and describe the mood and story told throughout a piece of music. Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p>Improvise Improvise in the lessons and as part of the performance using notes A, G and E. Compose Compose a melody using simple rhythms and use as part of the performance using notes E, G & A and E, G, A, C & D.</p> <p><u>Appraising:</u> Listen and Appreciate Describe the style indicators and structure of a piece music Identify the instruments/voices they can hear Identify and discuss the musical dimensions used in the song Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.</p>	<p>Begin to discuss the impact of an artist's family and culture on their music</p>	<p>Rhythm Grid – explore rhythm and beat</p> <p>Listening Explore and use musical vocabulary to describe pieces of music – rhythm, pitch, duration, staves, clefs, time signatures, pulse, tempo, dynamics, semibreve, semibreve rest, timbre, texture, treble clef, bass clef, quaver, quaver rest. Critically discuss the music of the featured artists Discuss the impact of an artist's family and culture on their music</p>
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