

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	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							
Reception	into Talking' scheme and skills will be revisited each half term.							
Year 1	Hey You!	Rhythm in the way we walk	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay		
	Style: Old-School Hip Hop	and Banana Rap	Style: Blues, Latin, Folk,	Style: Latin Bossa Nova,	Style: Pop	Style: Classical		
		Style: Reggae, Hip Hop	Funk, Baroque, Bhangra	Film music, Big Band				
	Singing:			Jazz, Mash-up, Latin	Singing:	Singing:		
	Rap and sing in time to the	Singing:	Singing:	fusion	Ensemble	Rap and sing in time to the		
	music.	Rap and sing in time to the	Ensemble		Sing in unison and in two	music.		
	Performing:	music.		Singing:	parts.			



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



question and answer	Sing and rap together and	Pulse	Rhythm	Pulse	Sing and dance together
section and a chorus.	in time.	Freestyle finding the	Copy and create	Freestyle finding the pulse.	and in time.
Performing:	Sing in groups.	pulse.	rhythms (including long	Rhythm	Ensemble
Pulse	Performing:	Rhythm	and short sounds)	Copy and create rhythms	Recognise that songs
March in time with the	Pitch	Clap rhythms (including	whilst marching to the	(including long and short	sometimes have a
pulse.	Be aware of the varied	long and short sounds)	pulse.	sounds) whilst marching to	question and answer
Pitch	pitch we add to the pulse	whilst marching to the	Pitch	the pulse.	section and a chorus.
Know that we alter our	and rhythm when we	pulse.	Define pitch.	Play instrumental parts	Sing in two parts.
pitch when singing and	sing/play an instrument.	Play instrumental parts	Play instrumental parts	Play instrumental parts	Performing:
playing instruments.	Pulse	Play instrumental parts	Play instrumental parts	accurately and in time using	Pulse
Rhythm	Freestyle finding the pulse.	accurately and in time	accurately and in time	notes E and G.	Freestyle finding the pulse
Know that rhythm is	Rhythm	using notes D and C or	using notes C and D.	Composing:	(instrument).
different to the pulse.	Clap rhythms (including	G, F and C.	Composing:	Improvise	Rhythm
Clap rhythms (including	long and short sounds)	Composing:	Improvise	Improvise using notes C and	Know that rhythm is
long and short sounds)	whilst marching to the	Improvise	Improvise using notes C	D.	different to the pulse.
whilst marching to the	pulse.	Improvise using notes F	and D.	Compose	Pitch
pulse.	Play instrumental parts	and G.	Compose	Compose a melody using	Define pitch.
Create simple rhythms.	Play instrumental parts	Compose	Compose a melody	simple rhythms using notes	Play instrumental parts
Play instrumental parts	accurately and in time	Compose a melody	using simple rhythms	E, G, A and B.	Play instrumental parts
Play instrumental parts	using notes G, A and B.	using simple rhythms	using notes C, D and E.	Appraising:	accurately and in time
accurately and in time	Composing:	using notes F, G and A.	Appraising:	Understand that songs have	(Revisit previous songs).
using notes G, A and C.	Improvise	Appraising:	Understand that songs	a musical style e.g. pop.	Composing:
Composing:	Improvise using words.	Understand that songs	have a musical style e.g.	Recognise and name two or	Compose
Improvise	Appraising:	have a musical style e.g.	reggae.	more of the instruments	Compose with First
Improvise using notes C	Understand that songs	rock.	Recognise and name	within a piece of music.	Composer using
and D.	have a musical style e.g.	Recognise and name	some of the	Reflect on a recorded class	glockenspiels.
Compose	rap.	some of the	instruments within a	performance.	Appraising:
Compose using notes C, D	Recognise and name two	instruments within a	piece of music.		Recognise and name two
and E.	or more instruments within	piece of music.	Reflect on a recorded		or more of the instruments
Appraising:	a piece of music.	Reflect on a recorded	class performance.		within a piece of music.
Recognise and name two	Reflect on a recorded class	class performance.			Understand that songs
or more instruments	performance.				have a musical style.
within a piece of music.					Reflect on a recorded class
Reflect on a recorded class					performance
performance.					



Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	Style: R&B, Western		Style: Reggae	Style: Funk and music	Style: Disco	Style: Western Classical
	Classical, Musicals,	Playing an Instrument:		from around the world		Music
	Motown, Soul	Read and play the notes C,	Singing:		Singing:	
		D, E and F.	Ensemble	Singing:	Ensemble	Singing:
	Singing:	Perform a number of tunes	In unison	Ensemble	Sing in two parts	Solo
	Solo	using the notes above.		Sing in two parts		Pitch copy back
	Pitch copy back - Listen	Perform	Playing an Instrument:		Playing an Instrument:	Ensemble
	and sing back	Perform including one or	Copy back, play and	Playing an Instrument:	Copy back, play and invent	Sing in two parts
	Ensemble	more of the following:	invent rhythmic and	Copy back, play and	rhythmic and melodic	Sing in unison
	Sing in two parts	improvisation,	melodic patterns.	invent rhythmic and	patterns.	Playing an Instrument:
		instrumental performance,	Play instrumental parts	melodic patterns.	Play instrumental parts	Use untuned instruments
	Playing an Instrument:	composition and reflect on	accurately and in time	Play instrumental parts	accurately and in time using	to perform pieces
	Play instrumental parts	the performance	using notes G, A and C.	accurately and in time	notes G, A and C.	composed by self and
	accurately and in time		Copy back with	using note G by ear.	Copy back with instruments	others
	using notes E, F, G, A, B	Composing:	instruments with and	Copy back with	with and without notation	Rhythm Grid – explore
	and C by ear and from	Improvise	without notation using	instruments with and	using notes C and A.	rhythm and beat
	notation.	Improvise using notes C	notes C and D.	without notation using		Composing:
	Rhythm	and D.	Contribute to a	notes C and D.	Composing:	Compose using technology
	Copy back rhythmic and	Compose	performance by singing,		Compose a melody using	Appraising:
	melodic patterns	Compose using notes C, D,	playing an instrumental	Composing:	simple rhythms using the	Listen and Appreciate
	Copy back with	E and F.	part, improvising or by	Improvise	notes C, D, E, G and A.	Find the pulse while
	instruments with and		performing the	Improvise using notes		listening.
	without notation and with	Appraising:	composition	G, A and B.	Appraising:	Identify rhythms, tempo
	notation using notes C and	Listen and Appreciate		Compose	Listen and Appreciate	changes, dynamics
	D.	Know the difference	Composing:	Compose a melody	Find the pulse while listening.	Explore and use musical
	Composing:	between pulse and rhythm.	Compose a melody	using simple rhythms.	Identify rhythms, tempo	vocabulary – pulse,
	Improvise	Know how pulse, rhythm	using simple rhythms	Appraising:	changes, dynamics	duration, staves, clefs,
	Improvise using notes C	and pitch work together to	using the notes C, D, E,	Listen and Appreciate	Identify the	rhythm, crotchet, crotchet
	and D.	create a song.	G and A.	Identify the themes:	instruments/voices including	rest, treble clef, pitch, time
	Compose		Appraising:	Kindness, respect,	keyboard, drums, bass, a	signatures, minim, minim
	Compose a melody using		Listen and Appreciate	friendship, acceptance	female singer	rest, tempo, dynamics, bar
	simple rhythms using		Identify the piece's	and happiness	Explain how the words of the	lines
	notes C, D, E, F and G.		structure: Introduction,	Identify the	song tell a story.	Identify the
	Appraising:		chorus, verse, chorus,	instruments/voices:	Know how pulse, rhythm and	instruments/voices
	Listen and Appreciate		verse, chorus, chorus,	Keyboard, drums, bass,	pitch work together to create	Know how pulse, rhythm
	Identify the piece's		chorus.	a female singer	a song.	and pitch work together to
	structure: Introduction,		Identify the	Explain how the words		create a song.
	verse, chorus		instruments/voices:	of the song tell a story		
			Bass, drums, electric			



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	Identify the		guitar, keyboard, organ,	Know the difference		
	instruments/voices		male, backing vocals	between pulse and		
	including Male/female		Find the pulse.	rhythm.		
	voices, bass, drums, guitar,		Know the difference			
	keyboard, synthesizer		between pulse and			
	Find the pulse while		rhythm.			
	listening. Identify rhythms,					
	tempo changes, dynamics.					
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
	Style: Pop		Style: Grime, Classical,	Style: Gospel	Style: Pop	Style: Western Classical
		Playing an Instrument:	Bhangra, Tango, Latin			Music
	Singing:	Know the difference	Fusion	Singing:	Singing:	
	Ensemble	between pulse and rhythm		Ensemble	Ensemble	Singing:
	Sing in unison	and be able to keep the	<u>Singing:</u>	Sing in unison	Sing in unison	Ensemble
		internal pulse.	Ensemble	Playing an Instrument:	Playing an Instrument:	Sing and rap in unison and
	Playing an Instrument:	Create musical ideas for	Sing and rap in unison	Know the difference	Know the difference	in parts
	Know the difference	the group to copy or	and in parts	between pulse and	between pulse and rhythm	Playing an Instrument:
	between pulse and rhythm	respond to.	Playing an Instrument:	rhythm and be able to	and be able to keep the	Revisit songs from earlier
	and be able to keep the	Revise, play and read the	Know the difference	keep the internal pulse.	internal pulse.	in the year and perform
	internal pulse.	notes C, D, E, F and G and	between pulse and	Create musical ideas for	Create musical ideas for the	instrumental parts
	Create musical ideas for	use these when performing	rhythm and be able to	the group to copy or	group to copy or respond to.	(glockenspiel)
	the group to copy or	a number of songs.	keep the internal pulse.	respond to.	Play instrumental parts	Music Explorer - Play
	respond to.	Composing:	Create musical ideas for	Play instrumental parts	accurately and in time, as	instrumental parts
	Copy back, play and invent	Compose a melody using	the group to copy or	accurately and in time,	part of the performance	accurately and in time with
	rhythmic and melodic	more complex rhythms	respond to.	as part of the	using notes G, A, B and C by	varied styles, tempos and
	patterns using and reading	using notes C, D, E, F and G.	Copy back, play and	performance using	ear and from notation.	notes. Play glockenspiels/
	notes G and A.		invent rhythmic and	notes E, F and G by ear		body percussion to keep
	Composing:	Appraising:	melodic patterns using	and from notation.	Composing:	the pulse
	Improvise	Listen and Appreciate	and reading notes C and	Copy back, play and	Improvise	Rhythm Grid – explore
	Improvise using notes G	Identify the pulse and	D.	invent rhythmic and	Improvise using notes C, D	rhythm and beat
	and A.	rhythm and use musical	Composing:	melodic patterns using	and E.	Appraising:
	Compose	terminology to describe	Compose lyrics about a	and reading notes F and	Compose	Listen and Appreciate
	Compose a melody using	these.	chosen topic	G.	Compose a melody using	Identify the themes in
	simple rhythms using the	Find the pulse whilst	Appraising:	Composing:	simple rhythms using the	music
	notes G, A and B.	listening and begin to	Listen and Appreciate	Improvise	notes C, D and E.	Identify
	Appraising:	identify changes in tempo,	Identify the structure:	Improvise using notes F	Appraising:	instruments/voices in a
	Listen and Appreciate	dynamics and texture.	Intro and 6 rapped	and G.	Listen and Appreciate	piece of music
	Identify the piece's		verses, each with a sung	Appraising:	Identify the themes: Equality,	Describe the story told by
	structure: Intro, verse,		chorus	Listen and Appreciate	civil rights	the music and lyrics
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	bridge, chorus, introduction, verse, bridge, chorus Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums Find the pulse whilst listening. Begin to identify changes in tempo, dynamics and texture.		Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture	Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture	Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong Describe the story told by the music and lyrics	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
Year 5	Music Centre - Guitars TBC	Music Centre – Guitars TBC	Music Centre – Guitars TBC	Music Centre – Guitars TBC	Music Centre – Guitars TBC	Music Centre – Guitars TBC
Year 6	Happy Style: Pop/Motown <u>Singing:</u> Ensemble Sing in unison <u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as	Classroom Jazz Style: Jazz, Latin, Blues <u>Playing an Instrument:</u> 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	A New Year Carol Themes: Benjamin Britten's music and cover versions Singing: Ensemble Sing in unison Solo	You've Got A Friend Style: The Music of Carole King <u>Singing:</u> Ensemble Sing in unison <u>Playing an Instrument:</u>	Music and Me Style: Inspirational women in the music industry <u>Composing:</u> Compose Discuss and reflect on the planning and writing of their compositions, including	Reflect, Rewind and Replay Style: Western Classical Music Singing: Ensemble Sing in two parts Sing in unison
	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.	ear (Meet the Blues) <u>Composing:</u> Improvise Improvise in a Blues style using the notes C, Bb, G, F and C Improvise in Bacharach	Sing a song in a variety of styles (original and Urban Gospel) <u>Playing an Instrument:</u> Clap rhythms found within the song (body percussion)	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	external influences and inspiration <u>Appraising:</u> Listen and Appreciate Critically discuss the music of the featured artists Discuss the impact of	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
	Composing: Improvise Improvise in the lessons and as part of the	Anorak using the notes: - C, D - C, D, E - C, D, E, F, G - C, D, E, F, G, A, B + C	Appraising: Listen and Appreciate	back and question and answer using notes A, G and E. <u>Composing:</u>	inspirational female musicians Relate a piece of music to their personal experiences	selected styles, tempos and notes. Play glockenspiels/ body percussion to keep the pulse



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