



Music

Curriculum Overview

2020-2021

Our Lady's Catholic Primary School

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. The Scheme supports all the requirements of the national curriculum. It enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Each lesson in the Scheme is designed to last for one hour.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
 - Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
- Performing

Wider Opportunities

Year 3 - weekly keyboard lesson (1 hour)

Year 4 - weekly keyboard lesson (1 hour)

Keyboard Club – after school (45 mins)

Guitar – weekly lesson (30 mins)

Flute – weekly lesson (30 mins)

Reception		
Topics	Statutory Framework	Knowledge, Skills and Understanding
<p><u>AUTUMN</u></p> <p>Me Learn to sing nursery rhymes and action songs</p> <p>My Stories Learn to sing nursery rhymes and action songs</p>	<p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Can they listen and respond to different styles of music?</p> <p>Can they embed foundations of the interrelated dimensions of music?</p> <p>Can they learn to sing or sing along with nursery rhymes and action songs?</p>
<p><u>SPRING</u></p> <p>Everyone Learn to sing nursery rhymes and action songs</p> <p>Our World Learn to sing nursery rhymes and action songs</p>	<p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Can they improvise leading to playing classroom instruments?</p> <p>Can they share and perform the learning that has taken place?</p>
<p><u>SUMMER</u></p> <p>Big Bear Funk Prepares children for their musical learning in Year 1.</p> <p>Reflect, Rewind and Replay Consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music</p>		

Year 1		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p><u>AUTUMN</u></p> <p>Hey You Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles</p> <p>Rhythm In The Way We Walk and The Banana</p> <p>Rap Action songs that link to the foundations of music</p>	<p>Pupils should be taught to:</p> <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 inter-related dimensions of music. 	<p>Can they enjoy moving to music by dancing, marching, being animals or pop stars?</p> <p>Can they learn about voices, singing notes of different pitches (high and low)?</p> <p>Can they learn that they can make different types of sounds with their voices?</p> <p>Can they learn to start and stop singing when following a leader?</p> <p>Can they treat instruments carefully and with respect?</p> <p>Can they play a tuned instrumental part with the song they perform?</p> <p>Can they learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)?</p> <p>Can they listen to and follow musical instructions from a leader?</p> <p>Can they clap and improvise?</p> <p>Can they sing, play and improvise?</p>
<p><u>SPRING</u></p> <p>In the Groove Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque,</p> <p>Round and Round Latin American style of music - Countries from around the world. Film music. Historical context of musical styles</p>		

<p style="text-align: center;">SUMMER</p> <p>Your imagination This is a song about using your imagination.</p> <p>Reflect, Rewind & Replay Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>		<p>Can they help to create a simple melody using one, two or three notes?</p> <p>Can they learn how the notes of the composition can be written down and changed if necessary?</p> <p>Can they choose a song they have learnt from the Scheme and perform it?</p> <p>Can they add their ideas to the performance?</p> <p>Can they record the performance and say how they were feeling about it?</p>
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Year 2		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p style="text-align: center;">AUTUMN</p> <p>Hands, Feet, Heart South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>Ho Ho Ho Christmas. Literacy - Christmas vocabulary. Historical context of musical styles</p>	<p>Pupils should be taught to:</p> <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 inter-related dimensions of music. 	<p>Can they enjoy moving to music by dancing, marching, being animals or pop stars?</p> <p>Can they learn how songs can tell a story or describe an idea?</p> <p>Can they learn about voices singing notes of different pitches (high and low)?</p> <p>Can they learn that they can make different types of sounds with their voices – they can rap (spoken word with rhythm)?</p> <p>Can they learn to find a comfortable singing position?</p> <p>Can they learn to start and stop singing when following a leader?</p> <p>Can they treat instruments carefully and with respect?</p>
<p style="text-align: center;">SPRING</p> <p>I Wanna Play in a Band Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p>Zootime</p>		

<p>Animals, poetry and the historical context of musical styles.</p>		<p>Can they learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)?</p> <p>Can they play the part in time with the steady pulse?</p> <p>Can they listen to and follow musical instructions from a leader?</p> <p>Can they use improvised tracks?</p> <p>Can they help create three simple melodies with the Units using one, three or five different notes?</p> <p>Can they learn how the notes of the composition can be written down and changed if necessary?</p> <p>Can they choose a song they have learnt from the Scheme and perform it?</p> <p>Can they add their ideas to the performance?</p> <p>Can they record the performance and say how they were feeling about it?</p>
<p style="text-align: center;">SUMMER</p> <p>Friendship Song This is a song about being friends</p> <p>Reflect, Rewind and Replay Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music</p>		

Year 3

Topics	National Curriculum	Knowledge, Skills and Understanding
<p>AUTUMN</p> <p>Let Your Spirit Fly Historical context of musical styles</p> <p>Glockenspiel 1 Introduction to the language of music, theory and composition.</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> - 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 inter-related 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 	<p>Can they confidently identify and move to the pulse?</p> <p>Can they think about what the words of a song mean?</p> <p>Can they take it in turn to discuss how the song makes them feel?</p> <p>Can they listen carefully and respectfully to other people's thoughts about the music?</p> <p>Can they sing in unison and in simple two-parts?</p> <p>Can they demonstrate a good singing posture?</p> <p>Can they follow a leader when singing?</p> <p>Can they enjoy exploring singing solo?</p> <p>Can they sing with awareness of being 'in tune'?</p> <p>Have they got an awareness of the pulse internally when singing?</p> <p>Can they treat instruments carefully and with respect?</p>
<p>SPRING</p> <p>Three Little Birds Animals, Jamaica, poetry and the historical context of musical styles</p> <p>The Dragon Song Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>		
<p>SUMMER</p> <p>Bringing Us Together</p>		

<p>Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> <p>Reflect, Rewind and Replay</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>	<p>from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> - develop an understanding of the history of music. 	<p>Can they play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation?</p> <p>Can they rehearse and perform their part within the context of the Unit song?</p> <p>Can they listen to and follow musical instructions from a leader?</p> <p>Can they improvise using instruments in the context of the song they are learning to perform?</p> <p>Can they help create at least one simple melody using one, three or five different notes?</p> <p>Can they plan and create a section of music that can be performed within the context of the unit song?</p> <p>Can they talk about how it was created?</p> <p>Can they listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo?</p> <p>Can they record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?</p> <p>Can they choose what to perform and create a programme?</p> <p>Can they communicate the meaning of the words and clearly articulate them?</p> <p>Can they talk about the best place to be when performing and how to stand or sit?</p> <p>Can they record the performance and say how they were feeling, what they were pleased with what they would change and why?</p>
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Year 4		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p><u>AUTUMN</u></p> <p>Mamma Mia</p> <p>Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments 	<p>Can they confidently identify and move to the pulse?</p> <p>Can they talk about the musical dimensions working together in the Unit songs, if the song gets louder in the chorus (dynamics)?</p>

<p>performance, Sweden as a country.</p> <p>Glockenspiel 2 Introduction to the language of music, theory and composition</p>	<p>with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>Can they talk about the music and how it makes them feel?</p> <p>Can they listen carefully and respectfully to other people's thoughts about the music?</p> <p>When they talk, can they try to use musical words?</p> <p>Can they sing in unison and in simple two-parts?</p> <p>Can they demonstrate a good singing posture?</p> <p>Can they follow a leader when singing?</p> <p>Can they enjoy exploring singing solo?</p> <p>Can they sing with awareness of being 'in tune'?</p> <p>Can they rejoin the song if lost?</p> <p>Can they listen to the group when singing?</p> <p>Can they treat instruments carefully and with respect?</p> <p>Can they play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation?</p> <p>Can they rehearse and perform their part within the context of the Unit song?</p> <p>Can they listen to and follow musical instructions from a leader?</p> <p>Can they experience leading the playing by making sure everyone plays in the playing section of the song?</p> <p>Can they improvise using instruments in the context of a song they are learning to perform?</p> <p>Can they help create at least one simple melody using one, three or all five different notes?</p> <p>Can they plan and create a section of music that can be performed within the context of the unit song?</p> <p>Can they talk about how it was created?</p> <p>Can they listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo?</p> <p>Can they record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?</p>
<p style="text-align: center;"><u>SPRING</u></p> <p>Stop! Composition, Bullying</p> <p>Lean On Me Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<ul style="list-style-type: none"> - 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 	
<p style="text-align: center;"><u>SUMMER</u></p> <p>Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights</p> <p>Reflect, Rewind and Replay Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>		

		<p>To choose what to perform and create a programme? Can they present a musical performance designed to capture the audience? Can they communicate the meaning of the words and clearly articulate them? Can they talk about the best place to be when performing and how to stand or sit? Can they record the performance and say how they were feeling, what they were pleased with what they would change and why?</p>
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Year 5		
Topics	National Curriculum	Knowledge, Skills and Understanding
<p>AUTUMN</p> <p>Livin' on a Prayer! How Rock music developed from the Beatles onwards. Analysing performance.</p> <p>Classroom Jazz 1 History of music - Jazz in its historical context.</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> - 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 inter-related 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 	<p>Can they identify and move to the pulse with ease? Can they think about the message of songs? Can they compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences? Can they listen carefully and respectfully to other people's thoughts about the music? When they talk, can they try to use musical words? Can they talk about the musical dimensions working together in the Unit songs? Can they talk about the music and how it makes you feel? Can they sing in unison and to sing backing vocals? Can they enjoy exploring singing solo? Can they listen to the group when singing? Can they demonstrate a good singing posture? Can they follow a leader when singing? Can they experience rapping and solo singing? Can they listen to each other and be aware of how they fit into the group? Can they sing with awareness of being 'in tune'?</p>
<p>SPRING</p> <p>Make You Feel My Love Historical context for ballads</p> <p>The Fresh Prince of Bel-Air Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles</p>		

SUMMER

Dancing in the Street

The history of Motown and its importance in the development of Popular music. Civil rights.

Reflect, Rewind and Replay

Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

Can they play a musical instrument with the correct technique within the context of the Unit song?

Can they select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation?

Can they rehearse and perform their part within the context of the Unit song?

Can they listen to and follow musical instructions from a leader?

Can they lead a rehearsal session?

Can they improvise using instruments in the context of a song to be performed?

Can they improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)?

Can they create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song?

Can they explain the keynote or home note and the structure of the melody?

Can they listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song?

Can they record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?

Can they choose what to perform and create a programme?

Can they communicate the meaning of the words and clearly articulate them?

Can they talk about the venue and how to use it to best effect?

Can they record the performance and compare it to a previous performance?

Can they discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Year 6

Topics	National Curriculum	Knowledge, Skills and Understanding
<p style="text-align: center;"><u>AUTUMN</u></p> <p>Happy What makes us happy? Video/project with musical examples.</p> <p>Classroom Jazz 2 History of music - Jazz in its historical context.</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> - 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 inter-related 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 	<p>Can they identify and move to the pulse with ease? Can they think about the message of songs? Can they compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences? Can they listen carefully and respectfully to other people's thoughts about the music? Can they use musical words when talking about the songs? Can they talk about the musical dimensions working together in the Unit songs? Can they talk about the music and how it makes you feel, using musical language to describe the music? Can they sing in unison and to sing backing vocals? Can they demonstrate a good singing posture? Can they follow a leader when singing? Can they experience rapping and solo singing? Can they listen to each other and be aware of how you fit into the group? Can they sing with awareness of being 'in tune'? Can they play a musical instrument with the correct technique within the context of the Unit song? Can they select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation? Can they rehearse and perform their part within the context of the Unit song? Can they listen to and follow musical instructions from a leader? Can they lead a rehearsal session? Can they improvise using instruments in the context of a song to be performed?</p>
<p style="text-align: center;"><u>SPRING</u></p> <p>A New Year Carol The historical context of Gospel music and Bhangra.</p> <p>You've Got a Friend Celebrating the role of woman in the music industry.</p>		
<p style="text-align: center;"><u>SUMMER</u></p> <p>Music and Me Importance as a female composer in the world of popular music</p> <p>Reflect, Rewind and Replay Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>		

		<p>Can they create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song?</p> <p>Can they explain the keynote or home note and the structure of the melody?</p> <p>Can they listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song?</p> <p>Can they record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)?</p> <p>Can they choose what to perform and create a programme?</p> <p>Can they communicate the meaning of the words and clearly articulate them?</p> <p>Can they talk about the venue and how to use it to best effect?</p> <p>Can they record the performance and compare it to a previous performance?</p> <p>Can they discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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