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# Music - Whole School Overview

Singing    Listening    Performance    Composing

## Cycle A (2022/23)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1/2</b>	<p>Charanga - Hey You</p> <p><b>Singing</b> - Use their voice expressively and creatively</p> <p><b>Listening</b> - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>(Old style hip hop - <b>FOCUS</b> - how pulse rhythm and pitch work together)</p>	<p>Music for Christmas Production</p> <p><b>Performance</b> - Rehearse and perform with others</p> <p>-To make improvements to my own work</p> <p><b>Singing</b> - Use their voice expressively and creatively</p> <p>(<b>FOCUS</b> - how we can change our rhythm and pitch to create new sounds and work together)</p>	<p>Chanranga - I wanna play in a band</p> <p><b>Performance</b> - Play tuned and untuned instruments</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p><b>Composing</b> - Explore, choose and organise sounds and musical ideas</p> <p>- To understand that sounds can be made in different ways and describe using different given and invented signs and symbols.</p> <p>- Create musical patterns</p> <p>(Rock - <b>FOCUS</b> - Play together, hear each other, experiment)</p>	<p>Charanga - Zoo time</p> <p><b>Singing</b> - Use their voice expressively and creatively</p> <p>- To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p><b>Listening</b> - To listen with concentration and recall sounds within increasing aural memory</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>(Reggae - <b>FOCUS</b> - expression and understanding, application of musical language)</p>	<p>Charanga - Round and Round</p> <p><b>Singing</b> - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p><b>Listening</b> - To know how music is used for a particular purpose</p> <p><b>Composing</b> - Explore, choose and organise sounds and musical ideas</p> <p>- Create musical patterns</p> <p>(Latin/film music/mash-up - <b>FOCUS</b> - pulse, rhythm and pitch in different styles of music)</p>	<p>Charanga Freestyle - Unit of the children's Choice</p> <p><b>Performance</b> - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p><b>Singing</b> - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>- Use their voice expressively and creatively</p> <p><b>FOCUS</b> - Performance of a chosen piece for our celebration of World Music Day</p>



Singing      Listening      Performance      Composing

Cycle A (2022/23)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 3/4</b>	<p>Charanga - Mamma Mia</p> <p><b>Singing</b> - Sing songs in unison, solo and two parts</p> <p><b>Listening</b> - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p><b>Composing</b> - Explore, choose, combine and organise musical ideas with musical structures</p> <p>(Pop - <b>FOCUS</b> - Listening and comparing using musical language with appreciation of genre, similarities and differences)</p>	<p>Charanga - Glockenspiel Stage 1</p> <p><b>Performance</b> - To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p><b>Composing</b> - Improve, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>(Multiple Pieces - <b>FOCUS</b> -Exploring and developing playing skills using improvisation and composition)</p>	<p>Charanga - STOP!</p> <p><b>Listening</b> To listen with attention to detail and to internalise and recall sounds</p> <p><b>Singing</b> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p><b>Composing</b> - Improve, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>(Grime - <b>FOCUS</b> -Writing lyrics linked to a theme)</p>	<p>Charanga - Lean on Me</p> <p><b>Listening</b> - Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p><b>Singing</b> - Sing songs in unison, solo and two parts</p> <p><b>Performance</b> - To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>(Gospel - <b>FOCUS</b> - Explore and describe the impact of music on emotion using musical language)</p>	<p>Ten Pieces Johannes Brahms - Hungarian Dance No. 5</p> <p><b>Listening</b> - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p><b>Composing</b> - Improve, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p><b>Performance</b> - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>(Classical - <b>FOCUS</b> - Listen, compose and perform using similar styles in the genre)</p>	<p>Charanga Freestyle - Unit of the children's Choice</p> <p><b>Performance</b> - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p><b>Singing</b> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>- Sing songs in unison, solo and two parts</p> <p><b>FOCUS</b> - Performance of a chosen piece for our celebration of World Music Day</p>



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# Music - Whole School Overview

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## Cycle A (2022/23)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 5/6</b></p> <p><b>Pine Class - Yr 5</b> Working with Mr Waltho - Brass teacher for LMS</p> <p>Coverage of full brass tuition, instrumental pieces, rehearsal and performance</p> <p>Summer 2 - Brass Performance for our celebration of World Music Day</p>	<p>Charanga Model Music Curriculum - connecting us with our past</p> <p><b>Performance</b> - To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p><b>Listening</b> - To understand how time and place can influence the way music is created</p> <p><b>Singing</b> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>(Victorian Music Hall - <b>FOCUS</b> - recognition of historical genre)</p>	<p>Charanga - Classroom Jazz 1</p> <p><b>Performance</b> - To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p><b>Listening</b> - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>(Bossa Nova and Swing - <b>FOCUS</b> - Exploring musical notation)</p>	<p>Charanga - Make You feel my love</p> <p><b>Singing</b> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>- Sing songs in unison, solo and two parts</p> <p><b>Composing</b> - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>(Pop Ballads - <b>FOCUS</b> - understand the structure of a song)</p>	<p>Charanga - Fresh Prince of Bel-air</p> <p><b>Composing</b> - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p><b>Listening</b> - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>(Old School Hip Hop- <b>FOCUS</b> -Improvise and explore vocals)</p>	<p>BBC Ten Pieces Edvard Grief - In the hall of the mountain king</p> <p><b>Listening</b> - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p><b>Composing</b> - Improvise, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p><b>Performance</b> - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>(Classical - <b>FOCUS</b> - Listen, compose and perform appreciating historical pieces)</p>	<p>Charanga Freestyle - Unit of the children's Choice</p> <p><b>Performance</b> - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p><b>Singing</b> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>- Sing songs in unison, solo and two parts</p> <p><b>FOCUS</b> - Performance of a chosen piece for our celebration of World Music</p>



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### Music - Whole School Overview



#### Cycle B (2023/24)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1/2</b>	Charanga - Hands Feet and Heart (South African Styles)	Music for Christmas Production	Charanga - In the Groove (Blues/Funk)	Charanga - Your imagination (Musicals/Film Music/Ethereal)	Charanga - Friendship Song Lyrical Expression/pop/film music	Charanga Freestyle - Unit of the children's Choice
<b>Years 3/4</b>	Charanga - Let Your Spirit Fly	Charanga - Glockenspiel Stage 2	Charanga - Three Little Birds	Charanga - Blackbird	BBC Ten Pieces Johann Sebastian - Bach-Toccat and Fugue	Charanga Freestyle - Unit of the children's Choice
<b>Years 5/6</b>	Charanga - Happy	Charanga - Classroom Jazz 2	Charanga - You've Got a Friend	Charanga - Dancing in the Street	BBC Ten Pieces Richard Wagner - 'Ride of the Valkyries' from 'Die Walküre'	Summer Performance