



Charanga Music Scheme Overview

Fluency / essence of subject: Listen and respond

In addition to this singing is a key feature of assemblies and Key Stage 2 children receive whole class assemble music session in for 1 year (the instrument may vary)

	Progression	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	I can start and stop following visual cues. I can explore the different sounds of instruments and how they can be changed. I can join with dances and ring games, moving rhythmically to music and singing songs.	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	I can copy simple rhythmic patterns using simple instruments. I can listen for different sounds in music. I can explore making different sounds with my voice, adding actions in chants, songs and rhymes.	Hey You!	Rhythm in the Way We Walk and the Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	I can copy rhythmic patterns in time with the beat, following symbols to follow a steady beat. I can use instruments to make long, short, loud and quiet sounds. I can listen to music and describe how it makes me feel, using key	Hands, feet, Heart	Ho Ho Ho	I Wana Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay

	vocabulary like high/low, loud/quiet, fast/slow.						
Year 3	<p>I can describe simple structures of music and repetition.</p> <p>I can join in songs as a group, and begin to add simple accompaniment.</p> <p>I can follow pictorial notations for simple rhythms and improvise my own.</p> <p>I can use pulse, rhythm and selected notes to create patterns.</p>	Let Your Spirit Fly	Glockenspiel Stage 1	The Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	<p>I can describe and compare different types of music based on its time and place.</p> <p>I can sustain a note, chord or repeating pattern to accompany a song.</p> <p>I can hold my part in a group or a two part song.</p> <p>I can follow traditional notation for simple rhythms and use letter names of notes when memorizing simple melodic patterns.</p> <p>I can use pulse, rhythm and pitch to create different effects, using layers of sound.</p>	Mamma Mia	Glockenspiel Stage 2	Stop	Lean on Me	Blackbird	Reflect, Rewind and Replay
Year 5	<p>I can listen for layers of sound and how they create an effect.</p> <p>I can hold a part in a two part round song on voices or instruments.</p>	Livin On A prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel Air	Dancing In The Street	Reflect, Rewind and Replay

	<p>I can follow traditional notation for simple rhythms and use letter names of notes when memorizing simple melodic patterns.</p> <p>I can compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics and structure.</p>						
Year 6	<p>I can compose my own music, evaluate my own work and the work of others, using appropriate vocabulary.</p> <p>I can listen to different styles/genres of music and understand how music reflects time and place.</p> <p>I can perform confidently or expressively as a group or alone using voices or instruments.</p> <p>I can follow a simple tune from traditional notation, understand elements of traditional music notation and use graphic notation.</p>	I'll Be There	Classroom Jazz 2	A new Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Me! <i>Learn to sing nursery rhymes and action songs:</i></p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p>Cross-curricular and topic-based focus Explore: Growing Homes Colour Toys how I look</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs</p>	<p>My Stories <i>Learn to sing nursery rhymes and action songs:</i></p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Cross-curricular and topic-based focus Explore: Using your imagination Christmas Festivals Fairies Pirates Treasure Superheroes Let's Pretend Once Upon A Time</p> <p>Musical learning focus Listening and responding to different styles of music</p>	<p>Everyone <i>Learn to sing nursery rhymes and action songs:</i></p> <p>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</p> <p>Cross-curricular and topic-based focus Explore: Family Friends People music from around the world</p> <p>Musical learning focus Listening and responding to different styles of music Embedding foundations of the</p>	<p>Our World <i>Learn to sing nursery rhymes and action songs:</i></p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Cross-curricular and topic-based focus Explore: Animals Jungle Minibeasts Night and day Sand and water Seaside Seasons Weather Sea Space</p> <p>Musical learning focus Listening and responding to</p>	<p>Big Bear Funk <i>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</i></p> <p>Musical learning focus: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p>Reflect, Rewind and Replay <i>Consolidate your learning and perform</i> This Unit of Work 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> <p>Musical learning focus: Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song</p>

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	<p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>		<p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>
1	<p>Hey You!</p> <p>Hey You! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes.</p>	<p>Rhythm In The Way We Walk and The Banana Rap</p> <p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music</p>	<p>In The Groove</p> <p>In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.</p>	<p>Round and Round</p> <p>All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Your Imagination</p> <p>Focus on songs based on your imagination:</p> <p>Your Imagination by Joanna Mangona and Pete Readman</p> <p>Supercalifragilisticexpialidocious from Mary Poppins</p> <p>Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack</p> <p>Daydream Believer by The Monkees</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

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		through games and singing.	In the Listen and Appraise section of this unit you will also listen to a well known song in that weeks' style.		Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	<p>Musical learning focus:</p> <p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
2	<p>Hands, Feet, Heart</p> <p>Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to</p>	<p>Ho Ho Ho</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>I Wanna Play In A Band</p> <p>Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will</p>	<p>Zootime</p> <p>A Reggae Song for Children by Joanna Mangona. This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music</p>	<p>Friendship Song</p> <p>Listen and Appraise the Friendship Song and other songs about friendship: Friendship Song by Joanna Mangona and Pete Readman Count On Me by Bruno Mars We Go Together (from Grease soundtrack)</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the</p>

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	<p>music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>		<p>listen and appraise classic rock songs.</p>	<p>(pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>You Give A Little Love from Buggy Malone That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p>	<p>beginnings of the Language of Music.</p> <p>Musical learning</p> <p>focus:</p> <p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
3	<p>Let Your Spirit Fly</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc),</p>	<p>Glockenspiel Stage 1</p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p>	<p>Three Little Birds</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of</p>	<p>The Dragon Song</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Dragon Song . Using your imagination and working together as a class, create your own</p>	<p>Bringing Us Together</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a</p>

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	singing and playing instruments are all linked.	The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.	music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.	performance of this song		context for the History of Music and the beginnings of the Language of Music. Musical learning focus: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
4	Mamma Mia As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits. Mamma Mia by Abba	Glockenspiel Stage 2 This is a six-week Unit of Work that introduces the children to learning about the language of	Stop! This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused	Lean On Me This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music	Blackbird This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird.	Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around

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	<p>Dancing Queen by Abba The Winner Takes It All by Abba Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba</p>	<p>music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p>	<p>around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p>where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.</p>	<p>Other songs by The Beatles which will be a focus are: Blackbird by The Beatles Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles</p>	<p>revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Musical learning focus: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
5	<p>Livin' On a Prayer This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an</p>	<p>Classroom Jazz 1 This is a six-week Unit of Work. All the learning is focused</p>	<p>Make You Feel My Love This is a six-week Unit of Work. All the learning is focused around one song:</p>	<p>The Fresh Prince Of Bel Air Old School Hip Hop by Will Smith. This is a six-week Unit of Work. All the learning is</p>	<p>Dancing In The Street This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The</p>	<p>Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the</p>

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	<p>integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>around two tunes and improvising: Three Note Bossa and Five Note Swing</p>	<p>Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other pop ballads.</p>	<p>focused around one song: The Fresh Prince Of Bel Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Street by Martha And The Vandellas - a Motown song from the 1960s.</p>	<p>year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
6	<p>I'll Be There</p> <p>All the learning in this unit is focused around one song: I'll Be There by</p>	<p>Classroom Jazz 2</p> <p>This is a six week Unit of Work that builds on previous learning. All</p>	<p>A New Year Carol</p> <p>A Friday Afternoons Song by Benjamin Britten</p>	<p>Happy</p> <p>This is a six-week Unit of Work. All the learning in this</p>	<p>You've Got A Friend</p> <p>This is a six-week Unit of Work. All the learning in this unit is focused</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the</p>

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	<p>The Jackson 5 - a Unit of Work about Michael Jackson, his music and how he contributed to the development of Pop music.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.</p>	<p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p>	<p>unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?</p>	<p>around one song: You've Got A Friend - a song about friendship by Carole King.</p>	<p>learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning</p> <p>focus: Listen and Appraise</p> <p>Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
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