

Music 8 Year Overview

[Charanga Log In Page \(Class Teacher Login Details\)](#) Please use your teacher login details to access.
Charanga units may not be in keeping with your theme. Please speak to the subject lead if you wish to deviate from the set unit.

Intent: To deliver an exploratory and child-led approach to musical learning that creates an appreciation of music and develops an understanding of the dimensions of music.





| Key Skills | | |
|--------------------------|-------------------------------|-------------|
| Listening and Appraising | Improvisation and Composition | Performance |

| The Interrelated Dimensions of Music | | | | | | | | |
|--------------------------------------|--------|-------|----------|-------|--------|-----------|---------|----------|
| Pulse | Rhythm | Pitch | Dynamics | Tempo | Timbre | Structure | Texture | Notation |


With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

| | Autumn | Spring | Summer | | | |
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| Pre-school <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="background-color: red; width: 15px; height: 10px; display: inline-block;"></div> Pulse <div style="background-color: yellow; width: 15px; height: 10px; display: inline-block;"></div> Pitch </div> | Listen to increased attention to sounds. Respond to what they have heard expressing their thoughts and feelings. Remember and sing entire songs. (Nativity) . | Sing the pitch of a tone sung by another person (Pitch match). Sing the melodic shape of familiar songs (Moving melody, such as up and down or down and up). Create their own songs or improvise a song around one they know. | Play instruments with increasing control to express their feeling and ideas. | | | |
| Rec <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="background-color: red; width: 15px; height: 10px; display: inline-block;"></div> Pulse <div style="background-color: orange; width: 15px; height: 10px; display: inline-block;"></div> Rhythm <div style="background-color: yellow; width: 15px; height: 10px; display: inline-block;"></div> Pitch <div style="background-color: lightgreen; width: 15px; height: 10px; display: inline-block;"></div> Dynamics </div> | Sing in a group or on their own, increasingly matching the pitch and following melody. Explore and engage in music making and dance, performing solo or in groups (Nativity) . Charanga unit: Me! | Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups Charanga unit: My Stories | Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups Charanga unit: Everyone | Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Charanga unit: Our World | Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Charanga unit: Big Bear Funk | Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Charanga unit: Reflect, Rewind and Replay |
| Key Stage 1: Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music add experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | |
| Year 1: | Genres: Hip Hop, Jazz, Pop, Soul, Classical, Reggae, Funk, Swing, Country, Gospel | | | | | |
| | Focus: Differences between pulse and beat | Focus: Rhythm and pitch | Focus: Rhythm, pitch, dynamics and improvisation | Focus: Listening | Focus: Improvisation – Melody and rhythm | Focus: Performance |
| | Charanga unit: Hey, You! | Charanga unit: Rhythm in The Way We Walk, Banana Rap | Charanga unit: In The Groove | Charanga unit: Our School Pattern | Charanga unit: Your imagination | Charanga unit: Reflect, Rewind and Replay |
| | Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. | | | | | |
| Year 2 | Autumn | Spring | | Summer | | |

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|  | Genres: Soul, Classical, Jazz, Rock, Pop, Swing, Ragtime, Rock 'n' Roll, Gospel, Soca, Funk, Reggae | | | | | |
| | Focus: Pulse, Rhythm and Pitch working together | Focus: Ensembles – particular focus on the Orchestra | Focus: Music tells a story – Dynamics focus | Focus: Harmony and recognising different instruments | Focus: Improvisation – 2 or 3 notes | Focus: Put on a concert performance |
| | Charanga unit: Pulse, Rhythm and Pitch | Charanga unit: Playing in an Orchestra | Charanga unit: Inventing a musical story | Charanga unit: Recognising different sounds | Charanga unit: Exploring improvisation | Charanga unit: Our Big Concert |
| Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. | | | | | | |
| Key Stage 2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They should: 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 and develop an understanding of the history of music. | | | | | | |
| Year 3 Ukulele  | Focus/Key skills: Play in a class ensemble. Explore notes – crotchets and minims. Where are they on the stave? | Focus/key skills: Explore time signatures and harmony. | Focus/key skills: Composition – Can you write a melody or find sounds to represent your story? | Focus/key skills: Dynamics. | Focus/key skills: Explore structure and improvise within a structure. | Focus/key skills: Play in class ensemble developing ability to play a tuned instrument over a sustained period. (Performance) |
| | Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. | | | | | |
| Year 4 Steel Pans  | Focus/key skills: Creating structure through verses and choruses. | Focus/key skills: Explore special effects within music to communicate mood. | Focus/key skills: Listen, sing and play instruments to find the 'tonic pitch' (sounds like home or where a melody should land). | Focus/key skills: Music to express feelings – dynamics, rhythm, pitch, pulse and choice of instrument. | Focus/key skills: Improvisation including dynamics. | Focus/key skills: Play in class ensemble developing ability in the basic skills of an instrument over a sustained period. (Performance) |
| | Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. | | | | | |
| Year 5 Brass, Samba, Keyboard  | Focus/key skills: Melody and harmony. | Focus/key skills: Tempo Different styles of music from around the world. | Focus/key skills: Create an accompaniment and explore chords. | Focus/key skills: Texture (layers of sound). Explore how voices and instruments combine to create texture. | Focus/key skills: Improvisation using notes with a wider interval. | Focus/key skills: Play in class ensemble developing ability in the basic skills of an instrument over a sustained period. (Performance) |
| | Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. | | | | | |

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| Year 6 Steel Pans  | Focus/key skills: DAW (Digital Audio Workstation) – Can you identify live sounds and digital sounds in music? | Focus/key skills: Dynamics including crescendo and decrescendo. Read notated instrumental part. | Focus/key skills: Explore how chords are used within music. Create an accompaniment. | Focus/key skills: Music as a power to bring people together from different backgrounds and parts of the world. | Focus/key skills: Improvisation using phrasing and dynamics. | Focus/key skills: Play in class ensemble developing ability in the basic skills of an instrument over a sustained period. (Performance) |
| | Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. | | | | | |