



Durweston CE Primary School and Preschool

Music Policy

Feed the mind, nurture the spirit, free the imagination!

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Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

Intent

Our aim at Durweston is to cover the National Curriculum for Music .

The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; learn to sing and to use their voices to create and compose music on their own and with others; have the opportunity to learn a musical instrument; use technology appropriately and have the opportunity to progress to the next level of musical excellence; understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Equality, Diversity and Inclusion

Our curriculum planning ensures regular, progressive access to Music for all children irrespective of gender, race, creed or disability.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, where not all children complete all tasks
- providing a range of challenges with different resources
- having more adults support the work of individual children or small groups

Implementation

We have a 2-year rolling programme that ensures coverage of the National Curriculum and caters for our mixed-age classes. All the units compare new learning with previous learning, and new places with familiar ones.

	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Charanga Unit Me! Plus preparation for Harvest celebrations Charanga Unit Everyone! Charanga Unit My World Plus preparation for Easter celebrations Charanga Unit Big Bear Funk! Charanga Unit Reflect, Rewind and Replay plus preparation for End of term production	Charanga Unit: Hey You Charanga Production: Baboushka - The Musical Charanga Unit: In the Groove Charanga Unit: I wanna play in a band Charanga Unit: Your Imagination Production Songs	Charanga Unit: Friendship Song Charanga Production: Baboushka - The Musical Charanga Unit: Glockenspiel Stage 1 Charanga Unit: Three Little Birds Charanga Unit: Let your Spirit Fly Production Songs	Charanga Unit: Stop! Christmas Carols Charanga Unit: Livin' on a Prayer Charanga Unit: Make you feel my Love Charanga Unit: Recorders Production Songs	Charanga Unit: Glockenspiel Stage 2 Christmas Carols Charanga Unit: Fresh Prince of Belair Charanga Unit: Happy Charanga Unit: Music and Me Production Songs
Year B	As year A	Charanga Unit: Rhythm in the way we walk Charanga Production: Magical Christmas Journey Charanga Unit: Round and Round Charanga Unit: Hands, Feet and Heart Charanga Unit: Zootime Production Songs	Charanga Unit: Dragon Song Charanga Unit: Glockenspiel Stage 1 Charanga Unit: Bringing us Together Charanga Unit: Mamma Mia! Production Songs	Charanga Unit: Lean on Me Christmas Carols Charanga Unit: Blackbird Charanga Unit: Dancing in the Street Charanga Unit: Recorders Production Songs	Charanga Unit: Glockenspiel Stage 2 Christmas Carols Charanga Unit: A New Year Carol Charanga Unit: You've got a friend Charanga Unit: Classroom Jazz 1 Production Songs

Key Knowledge

The knowledge taught across our curriculum can be found in the Scheme of Work Document (Appendix 2).

Impact

Ongoing assessment of the children's retention of key knowledge is integral to teaching and learning of Music . Teachers plan opportunities to revisit and revise the key knowledge covered across a unit of work and units taught in previous years. Key knowledge is revisited in a growing spiral through the year groups so that the knowledge children revisit is also extended and enhanced. This is displayed on the class **knowledge map** and used as a tool to aid recall across a unit and beyond. At the end of the unit, children are asked to reproduce this knowledge map in order to assess the knowledge they have retained. (Younger children may do this as shared writing as part of a small group). A copy of the class knowledge map is kept for future units. This, plus observations made during the year, inform future planning and enable the teacher to make an annual assessment of progress, using our progression map (Appendix 3) as part of each child's annual report to parents. Each term, teachers input Music assessment data onto Insight.

Retention of learning/ non-negotiables

The children should receive a minimum of 45 minutes of Music Teaching every week apart from Early Years, who may choose to split their units into manageable chunks of learning. The songs and nursery rhymes learnt in these years should be 'drip fed' through the weeks and revisited by all members of staff working with the children. If children play a musical instrument, they should be encouraged to play this in lessons using the notated music parts available on Charanga. Key musical vocabulary should be displayed and referred back to every lesson with short quizzes used to help recall and verbalise knowledge. Musical styles, as well as songs listened to, should be added to the class timeline. Lyrics can also often be linked to historical events from the past. Tuned percussion is always played with two beaters in the same way a piano is played with two hands. The moving of notes on these instruments should be discouraged as the children need to see where they are in relation to each other and link this to pitches, and eventually notation.

Homework/Extra Curricular opportunities

Children are encouraged to access their Yumu online account, where they can find the same lesson resources used in class. All children from year 2 onwards are also given the opportunity to learn a musical instrument or attend singing lessons. There is a fee and a contract with the provider of these lessons.

Resources

An audit of resources is kept and maintained by the Music Lead. We have enough glockenspiels and xylophones to share in pairs and untuned percussion on a trolley. We have access to a piano and keyboard as well as 'Charanga', an online Music curriculum provided by Dorset Music Service.

Monitoring and Review

The coordination of the Music curriculum is the responsibility of the Music Music leader. Each term the Music leader will monitor planning to make sure it follows the long-term plan and will support colleagues in their teaching. They may carry out book scrutinies, learning walks and pupil interviews. At the end of the year, they will review their monitoring and write an action plan for the following year.

Music Co-ordinator - Julia Saint

Appendix 1

Name _____ Music Coverage Record Sheet

Please colour the topics as you complete them.

	HandyPaws/Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Charanga Unit Me! Plus preparation for Harvest celebrations Charanga Unit Everyone! Charanga Unit My World Plus preparation for Easter celebrations Charanga Unit Big Bear Funk! Charanga Unit Reflect, Rewind and Replay plus preparation for End of term production	Charanga Unit: Hey You Charanga Production: Baboushka - The Musical Charanga Unit: In the Groove Charanga Unit: I wanna play in a band Charanga Unit: Your Imagination Production Songs	Charanga Unit: Friendship Song Charanga Production: Baboushka - The Musical Charanga Unit: Glockenspiel Stage 1 Charanga Unit: Three Little Birds Charanga Unit: Let your Spirit Fly Production Songs	Charanga Unit: Stop! Christmas Carols Charanga Unit: Livin' on a Prayer Charanga Unit: Make you feel my Love Charanga Unit: Recorders Production Songs	Charanga Unit: Glockenspiel Stage 2 Christmas Carols Charanga Unit: Fresh Prince of Belair Charanga Unit: Happy Charanga Unit: Music and Me Production Songs
Year B	As year A	Charanga Unit: Rhythm in the way we walk Charanga Production: Magical Christmas Journey Charanga Unit: Round and Round Charanga Unit: Hands, Feet and Heart Charanga Unit: Zootime Production Songs	Charanga Unit: Dragon Song Charanga Unit: Glockenspiel Stage 1 Charanga Unit: Bringing us Together Charanga Unit: Mamma Mia! Production Songs	Charanga Unit: Lean on Me Christmas Carols Charanga Unit: Blackbird Charanga Unit: Dancing in the Street Charanga Unit: Recorders Production Songs	Charanga Unit: Glockenspiel Stage 2 Christmas Carols Charanga Unit: A New Year Carol Charanga Unit: You've got a friend Charanga Unit: Classroom Jazz 1 Production Songs

Appendix 2 - Scheme of Work

EYFS Pre-School - Handy Paws

Children: • Sing a large repertoire of songs. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

EYFS Reception - Starfish

Children: Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs • Combine different movements with ease and fluency. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Handy Paws (Pre-school) and Starfish (Reception)	
Autumn 1 Year A and B - Suggested resource Charanga Unit Me! Plus preparation for Harvest celebrations	
Learn to sing nursery rhymes and action songs: <ul style="list-style-type: none"> ● Pat-a-cake ● 1, 2, 3, 4, 5, Once I Caught A Fish Alive ● This Old Man ● Five Little Ducks ● Name Song ● Things For Finger 	<ul style="list-style-type: none"> ● 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 ● Improvising leading to playing classroom instruments ● Share and perform the learning that has taken place
Autumn 2 Year A and B - Suggested resource Charanga Unit My Stories plus preparation for Christmas celebrations	
Learn to sing nursery rhymes and action songs: <ul style="list-style-type: none"> ● I'm A Little Teapot ● The Grand Old Duke Of York ● Ring O' Roses ● Hickory Dickory Dock ● Not Too Difficult ● The ABC Song 	<ul style="list-style-type: none"> ● 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 ● Improvising leading to playing classroom instruments ● Share and perform the learning that has taken place
Spring 1 Year A and B - Suggested resource Charanga Unit Everyone!	

<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 ● Improvising leading to playing classroom instruments ● Singing and learning to play instruments within a song ● Share and perform the learning that has taken place
<p>Spring 2 Year A and B - Suggested resource Charanga Unit My World Plus preparation for Easter celebrations</p>	
<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ● Old Macdonald ● Incy Wincy Spider ● Baa Baa Black Sheep ● Row, Row, Row Your Boat ● The Wheels On The Bus ● The Hokey Cokey 	<ul style="list-style-type: none"> ● 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 ● Improvising leading to playing classroom instruments ● Singing and learning to play instruments within a song ● Share and perform the learning that has taken place
<p>Summer 1 Year A and B - Suggested resource Charanga Unit Big Bear Funk!</p>	
<p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p>	<ul style="list-style-type: none"> ● 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>Summer 2 Year A and B - Suggested resource Charanga Unit Reflect, Rewind and Replay plus preparation for End of term production</p>	
<p>Revisiting chosen nursery rhymes and/or songs,</p>	<p>A context for the History of Music and the very beginnings of the Language of Music</p>

KS1

Pupils should be taught:

- 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.

Dolphins	Year A	Year B
Autumn 1	<p>Charanga Unit: Hey You</p> <p>1. Listen and Appraise the song Hey You! and other Hip Hop songs:</p> <ul style="list-style-type: none"> • Hey You! by Joanna Mangona • Me, Myself And I by De La Soul • Fresh Prince Of Bel Air by Will Smith • Rapper’s Delight by The Sugarhill Gang • U Can’t Touch This by MC Hammer • It’s Like That by Run DMC <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>	<p>Charanga Unit: Rhythm in the way we walk</p> <p>1. Listen and Appraise:</p> <ul style="list-style-type: none"> • Rhythm In The Way We Walk by Joanna Mangona • The Planets, Mars by Gustav Holst • Tubular Bells by Mike Oldeld <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual)</p> <p>b. Learn to Sing the Song:Vocal warm-ups and singing</p> <p>3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>
Autumn 2	<p>Charanga Production: Baboushka - The Musical (With Seahorses)</p> <p>This Christmas production allows the children to showcase their musical learning developed in the Units of Work.</p>	<p>Charanga Production: Magical Christmas Journey (With Seahorses)</p> <p>This Christmas production allows the children to showcase their musical learning developed in the Units of Work.</p>

<p>Spring 1</p>	<p>Charanga Unit: In the Groove</p> <p>1. Listen and Appraise the song In The Groove and other songs in other styles:</p> <ul style="list-style-type: none"> ● How Blue Can You Get by B.B. King ● Let The Bright Seraphim by Handel ● Livin’ La Vida Loca by Ricky Martin ● Jai Ho by J.R. Rahman ● Lord Of The Dance by Ronan Hardiman ● Diggin’ On James Brown by Tower Of Power <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games b. Flexible Games c. Learn to Sing the Song(in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk) d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the term.</p>	<p>Charanga Unit: Round and Round</p> <p>1. Listen and Appraise the song Round And Round and other songs in other styles:</p> <ul style="list-style-type: none"> ● Round And Round (Bossa Nova) by Joanna Mangona ● Livin’ La Vida Loca (Latin/Pop) by Ricky Martin ● March Of The Empire (Film music) by John Williams ● It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bubl� ● Why Don’t You (Big Band/Dance) by Gramophonedzie ● Oye Como Va (Latin/Jazz) by Santana <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a.</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) <p>3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>
<p>Spring 2</p>	<p>Charanga Unit: I wanna play in a band</p> <p>1. Listen and Appraise the I Wanna Play In A Band a Rock song for children:</p> <ul style="list-style-type: none"> ● I Wanna Play In A Band by Joanna Mangona ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin’ All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry ● I Saw Her Standing There by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments with the Song 	<p>Charanga Unit: Hands, Feet and Heart</p> <p>1. Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music:</p> <ul style="list-style-type: none"> ● Hands, Feet, Heart by Joanna Mangona ● The Click Song sung by Miriam Makeba ● The Lion Sleeps Tonight sung by Soweto Gospel Choir ● Bring Him Back by Hugh Masekela ● You Can Call Me Al by Paul Simon ● Hiokoloza by Arthur Mofokate <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song

	<p>e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>	<p>d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>
Summer 1	<p>Charanga Unit: Your Imagination 1. Listen and Appraise the song Your Imagination and other songs about using your imagination: <ul style="list-style-type: none"> ● Your Imagination by Joanna Mangona and Pete Readman ● Supercalifragilisticexpialidocious from Mary Poppins ● Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack ● Daydream Believer by The Monkees ● Rainbow Connection from The Muppet Movie ● A Whole New World from Aladdin 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups). b. Flexible Games (optional extension work). c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps. Or, the whole song so you can decide when to learn each section during the 6 steps. d. Play Instruments with the Song. Play the given parts or your own compositions/improvisations over the coda (the end section of the song, you will see it named on the screen) section of the song e. Improvise with the Song (over the coda section of the song). f. Compose with the Song (over the coda section of the song). As a class, you may want to write your own lyrics where you split into 2 groups to sing and copy back. Or, using the given notes, create a group composition. 3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>	<p>Charanga Unit: Zootime 1. Listen and Appraise Zootime a Reggae song for children and other Reggae songs: <ul style="list-style-type: none"> ● Zootime by Joanna Mangona ● Kingston Town by UB40 ● Shine by ASWAD ● I.G.Y. by Donald Fagen ● Feel Like Jumping by Marcia Griffiths ● I Can See Clearly Now by Jimmy Cliff 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>
Summer 2	Production Songs	Production Songs

Our end of year production allows the children to showcase their musical learning developed in the Units of Work.	Our end of year production allows the children to showcase their musical learning developed in the Units of Work.
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Seahorses	Year A	Year B
Autumn 1	<p>Charanga Unit: Friendship Song</p> <p>1. Listen and Appraise the Friendship Song and other songs about friendship:</p> <ul style="list-style-type: none"> ● Friendship Song by Joanna Mangona and Pete Readman ● Count On Me by Bruno Mars ● We Go Together (from Grease soundtrack) ● 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>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games b. Flexible Games c. Learn to Sing the Song (there are 2 parts in the coda - the end section of the song, you will see it named on the screen) d. Play Instruments with the Song (over the coda section) e. Improvise with the Song (over the coda section) f. Compose with the Song (over the coda section) <p>3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>	<p>Charanga Unit: Dragon Song</p> <p>1. Listen and Appraise The Dragon Song and other traditional tunes/Folk melodies from around the world that Lesley might have listened to during her travels. The Dragon Song is a lengthy song so the more time singing along with it, the better. The supporting activities are shorter to allow for more time singing the song.</p> <ul style="list-style-type: none"> ● The Dragon Song by Joanna Mangona and Pete Readman ● Birdsong - Chinese Folk Music ● Vaishnava Java - A Hindu Song ● A Turkish Traditional Tune ● Aitutaki Drum Dance from Polynesia ● Zebaidir Song from Sudan <p>2. Musical Activities - These activities are reduced and optional to give more singing time. Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part. Or, the whole song so you can decide when to learn each section during the 6 steps d. Play Instruments with the Song (in the chorus only) - decide who will sing and who will play. Everybody can learn the parts but decide upon a group for performance or swap around each time you perform? e. Improvise with the Song (in the chorus only) - decide if you want to include this and then decide upon a group for the performance

		<p>f. Compose with the Song (in the chorus only) - decide if you want to include this and then decide upon a group to perform the class or group composition in the performance</p> <p>3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>
Autumn 2	<p>Charanga Production: Baboushka - The Musical (With Seahorses)</p> <p>This Christmas production allows the children to showcase their musical learning developed in the Units of Work.</p>	<p>Charanga Production: Magical Christmas Journey (With Seahorses)</p> <p>This Christmas production allows the children to showcase their musical learning developed in the Units of Work.</p>
Spring 1	<p>Charanga Unit: Glockenspiel Stage 1</p> <p>1. Musical Activities using glocks</p> <p>The children:</p> <p>Learn to play and read the notes C, D, E + F.</p> <p>Learn to play these tunes: Easy E, Strictly D, Play Your Music, Drive, Dee Cee's Blues, What's Up, D-E-F-initely, Roundabout, March of the Golden Guards, Portsmouth</p> <p>Improvise with Dee Cee's Blues using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p> <p>2. Perform & Share - Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it?</p> <p>The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p>	<p>Charanga Unit: Glockenspiel Stage 1 (Same as A as there are plenty of opportunities to simplify and extend to ensure progress for every child)</p> <p>1. Musical Activities using glocks</p> <p>The children:</p> <p>Learn to play and read the notes C, D, E + F.</p> <p>Learn to play these tunes: Easy E, Strictly D, Play Your Music, Drive, Dee Cee's Blues, What's Up, D-E-F-initely, Roundabout, March of the Golden Guards, Portsmouth</p> <p>Improvise with Dee Cee's Blues using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p> <p>2. Perform & Share - Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it? The performance will include one or more of the following: Improvisations • Instrumental performances: perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>
Spring 2	<p>Charanga Unit: Three Little Birds</p> <p>1. Listen and Appraise the song Three Little Birds and other songs: •</p> <ul style="list-style-type: none"> • Three Little Birds by Bob Marley • Jamming by Bob Marley • Small People by Ziggy Marley • 54 - 46 Was My Number by Toots and The Maytals • Ram Goat Liver by Pluto Shervington • Our Day Will Come by Amy Winehouse 	<p>Charanga Unit: Bringing us Together</p> <p>1. Listen and Appraise the song Bringing Us Together and other Disco songs:</p> <ul style="list-style-type: none"> • Bringing Us Together by Joanna Mangona and Pete Readman • Good Times by Nile Rodgers • Ain't Nobody by Chaka Khan • We Are Family by Sister Sledge • Ain't No Stopping Us Now by McFadden and Whitehead

	<p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>	<ul style="list-style-type: none"> ● Car Wash by Rose Royce <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a.</p> <ol style="list-style-type: none"> Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song in the chorus sections only Improvise with the Song in the chorus sections only Compose with the Song in the chorus sections only <p>3. Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.</p>
<p>Summer 1</p>	<p>Charanga Unit: Let your Spirit Fly</p> <ol style="list-style-type: none"> Listen and Appraise the song Let Your Spirit Fly and other songs: ● Let Your Spirit Fly by Joanna Mangona <ul style="list-style-type: none"> ● Colonel Bogey March by Kenneth Alford ● Consider Yourself from the musical ‘Oliver!’ ● Ain’t No Mountain High Enough by Marvin Gaye ● You’re The First, The Last, My Everything by Barry White Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community. 	<p>Charanga Unit: Mamma Mia!</p> <ol style="list-style-type: none"> Listen and Appraise the song Mamma Mia and other Abba songs: <ul style="list-style-type: none"> ● Mamma Mia by Abba ● 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 Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song Perform the Song - perform and share your learning as you progress through the half term. Put a date in the school calendar to share a performance with the school community.
<p>Summer 2</p>	<p>Production Songs</p> <p>Our end of year production allows the children to showcase their musical learning developed in the Units of Work.</p>	<p>Production Songs</p> <p>Our end of year production allows the children to showcase their musical learning developed in the Units of Work.</p>

KS2

Pupils should be taught to:

- 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.

Sharks	Year A	Year B
Autumn 1	<p>Charanga Unit: Stop!</p> <p>1. Listen and Appraise the song Stop! and other songs:</p> <ul style="list-style-type: none"> • Stop! - Grime • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) • Libertango by Astor Piazzolla (Tango) • Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work. Put a date in the school calendar to share a performance with the school community.</p>	<p>Charanga Unit: Lean on Me</p> <p>1. Listen and Appraise the song Lean On Me and other gospel-based songs:</p> <ul style="list-style-type: none"> • Lean On Me by Bill Withers • He Still Loves Me by Walter Williams and Beyoncé • Shackles by Mary Mary • Amazing Grace by Elvis Presley • Ode To Joy Symphony No 9 by Beethoven • Lean On Me by The ACM Gospel Choir <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work. Put a date in the school calendar to share a performance with the school community.</p>

Autumn 2	<p>Christmas Carols</p> <p>Children rehearse and learn a selection of traditional and contemporary carols with the opportunity to sing acapella, accompanied, solo, duet, in small and large groups as well as in rounds, cannons and harmonies. Some pupils use tuned percussion to accompany.</p>	
Spring 1	<p>Charanga Unit: Livin’ on a Prayer</p> <p>1. Listen and Appraise the song Livin’ On A Prayer and other Classic Rock songs:</p> <ul style="list-style-type: none"> ● Livin’ On A Prayer by Bon Jovi ● We Will Rock You By Queen ● Smoke On The Water by Deep Purple ● Rockin’ All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work. Put a date in the school calendar to share a performance with the school community.</p>	<p>Charanga Unit: Blackbird</p> <p>1. Listen and Appraise the song Blackbird and other songs by The Beatles:</p> <ul style="list-style-type: none"> ● 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>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work. Put a date in the school calendar to share a performance with the school community.</p>
Spring 2	<p>Charanga Unit: Make you feel my Love</p> <p>1. Listen and Appraise the song Make You Feel My Love and other Pop Ballads:</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You feel my Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley 	<p>Charanga Unit: Dancing in the Street</p> <p>1. Listen and Appraise :</p> <ul style="list-style-type: none"> ● Dancing In The Street by Martha And The Vandellas ● I Can’t Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops ● I Heard It Through The Grapevine sung by Marvin Gaye ● Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life sung by Stevie Wonder ● The Tracks Of My Tears sung by Smokey Robinson And The Miracles

	<p>1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>2. Perform the Song - perform and share your learning as you progress through the Unit of Work. Put a date in the school calendar to share a performance with the school community.</p>	<p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work. Put a date in the school calendar to share a performance with the school community.</p>
Summer 1	<p>Charanga Unit: Recorders (Same for Year A and B as there are plenty of opportunities to simplify and extend to ensure progress for every child). A step-by-step course for descant recorders to play performance pieces from the very beginning with lively accompaniment. Each note is introduced with a song about child-friendly characters. The words of the songs give the rhythm of each piece and there is a simple guide to reading music. Put a date in the school calendar to share a performance with the school community.</p>	
Summer 2	<p>Production Songs</p> <p>Our end of year production allows the children to showcase their musical learning developed in the Units of Work. They have the opportunity to combine drama skills with musical learning, performing songs as solo, duet, small groups and larger. They learn harmonies and sing in two and sometimes three parts and learn how to project their voices to an audience. They also learn how to conserve and sustain their musical timbre over a longer period of time as rehearsals are robust and completed intensely in a small window of opportunity.</p>	

Porpoises	Year A	Year B
Autumn 1	<p>Charanga Unit: Glockenspiel Stage 2 (Same for Year A and B as there are plenty of opportunities to simplify and extend to ensure progress for every child)</p> <p>This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or, the recorder. This unit builds on the previous unit, Glockenspiel Stage 1. If you wish, please do use the scores provided in other units once you have completed this one. Remember that not every child will want to or be able to read notated music but having an understanding of the language of music is important. Put a date in the school calendar to share a performance with the school community.</p>	
Autumn 2	<p>Christmas Carols</p>	

Children rehearse and learn a selection of traditional and contemporary carols with the opportunity to sing acapella, accompanied, solo, duet, in small and large groups as well as in rounds, cannons and harmonies. Some pupils use tuned percussion to accompany.		
Spring 1	<p>Charanga Unit: Fresh Prince of Belair</p> <p>1. Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes:</p> <ul style="list-style-type: none"> ● Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper’s Delight by The Sugarhill Gang ● U Can’t Touch This by MC Hammer ● It’s Like That by Run DMC <p>1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song <p>2. Perform the Song - perform and share your learning as you progress through the Unit of Work. Put a date in the school calendar to share a performance with the school community.</p>	<p>Charanga Unit: A New Year Carol</p> <p>A. Listen and Appraise:</p> <ol style="list-style-type: none"> 1. A New Year Carol and some more of Britten’s Friday Afternoons songs with their cover versions <p>B. Musical Activities - learn about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> 1. Games 2. Singing <p>C. Perform and Share</p> <p>Put a date in the school calendar to share a performance with the school community.</p>
Spring 2	<p>Charanga Unit: Happy</p> <p>1. Listen and Appraise the song Happy and other songs in different styles about being happy:</p> <ul style="list-style-type: none"> ● Happy by Pharrell Williams ● Top Of The World sung by The Carpenters ● Don’t Worry, Be Happy sung by Bobby McFerrin ● Walking On Sunshine sung by Katrina And The Waves ● When You’re Smiling sung by Frank Sinatra ● Love Will Save The Day sung by Brendan Reilly <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm-up Games 	<p>Charanga Unit: You’ve got a friend</p> <p>1. Listen and Appraise the song You’ve Got A Friend and other songs by Carole King:</p> <ul style="list-style-type: none"> ● You’ve Got A Friend by Carole King ● The Loco-Motion sung by Little Eva, written by Carole King ● One Fine Day sung by The Chiffons, written by Carole King ● Up On The Roof sung by The Drifters, written by Carole King ● Will You Still Love Me Tomorrow by Carole King ● (You Make Me Feel Like) A Natural Woman) by Carole King <p>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> a. Warm Up Games (including vocal warm ups)

	<p>b. Flexible Games (optional extension work) c. Learn to Sing the Song (and Extended) with vocal warm ups d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>
Summer 1	<p>Charanga Unit: Music and Me The unit structure 1. Listen and Appraise - over the six steps/weeks you will listen to a selection of music from the four featured artists</p> <ul style="list-style-type: none"> ● Anna Meredith - Something Helpful ● Shiva Feshareki - O and V-A-C Moscow ● Eska - Heroes & Villains and Shades Of Blue ● Afrodeutsche - And! and The Middle Middle ● Option to listen to artists from the Inspirational Women timeline <p>2. About the Artists - Inspirational Women in the Music Industry Over the six steps/weeks, you will watch some or all of the videos and discuss together the key words and themes that arise. Use this in preparation for the 'Create' section of the unit. 3. Create - in groups, the children will create their own music over the six steps/weeks. 4. Perform, Share and Present - perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6 steps/weeks, where you can showcase everything that has taken place and all the children can perform.</p>	<p>Charanga Unit: Classroom Jazz 1 A. Listen and Appraise the two tunes and other supporting tunes. B. Musical Activities - learn about the interrelated dimensions of music through 1. Playing instruments 2. Improvising. C. Perform and Share</p>
Summer 2	<p>Production Songs Our end of year production allows the children to showcase their musical learning developed in the Units of Work. They have the opportunity to combine drama skills with musical learning, performing songs as solo, duet, small groups and larger. They learn harmonies and sing in two and sometimes three parts and learn how to project their voices to an audience. They also learn how to conserve and sustain their musical timbre over a longer period of time as rehearsals are robust and completed intensely in a small window of opportunity.</p>	

Appendix 3: How Music lessons are structured

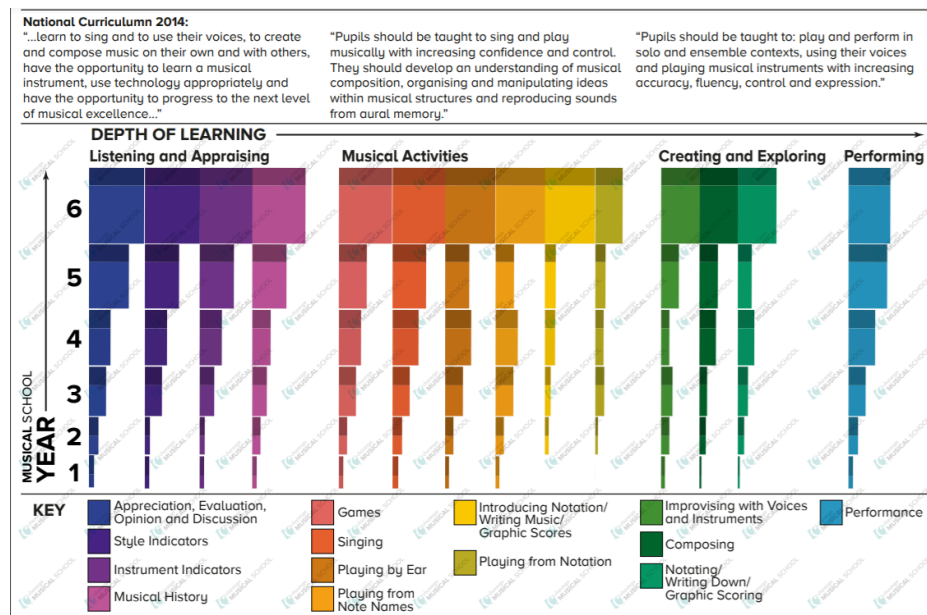
Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 1. Warm-up Games
 2. Optional Flexible Games
 3. Singing
 4. Playing instruments
 5. Improvisation **or**
 6. Composition
3. Performing

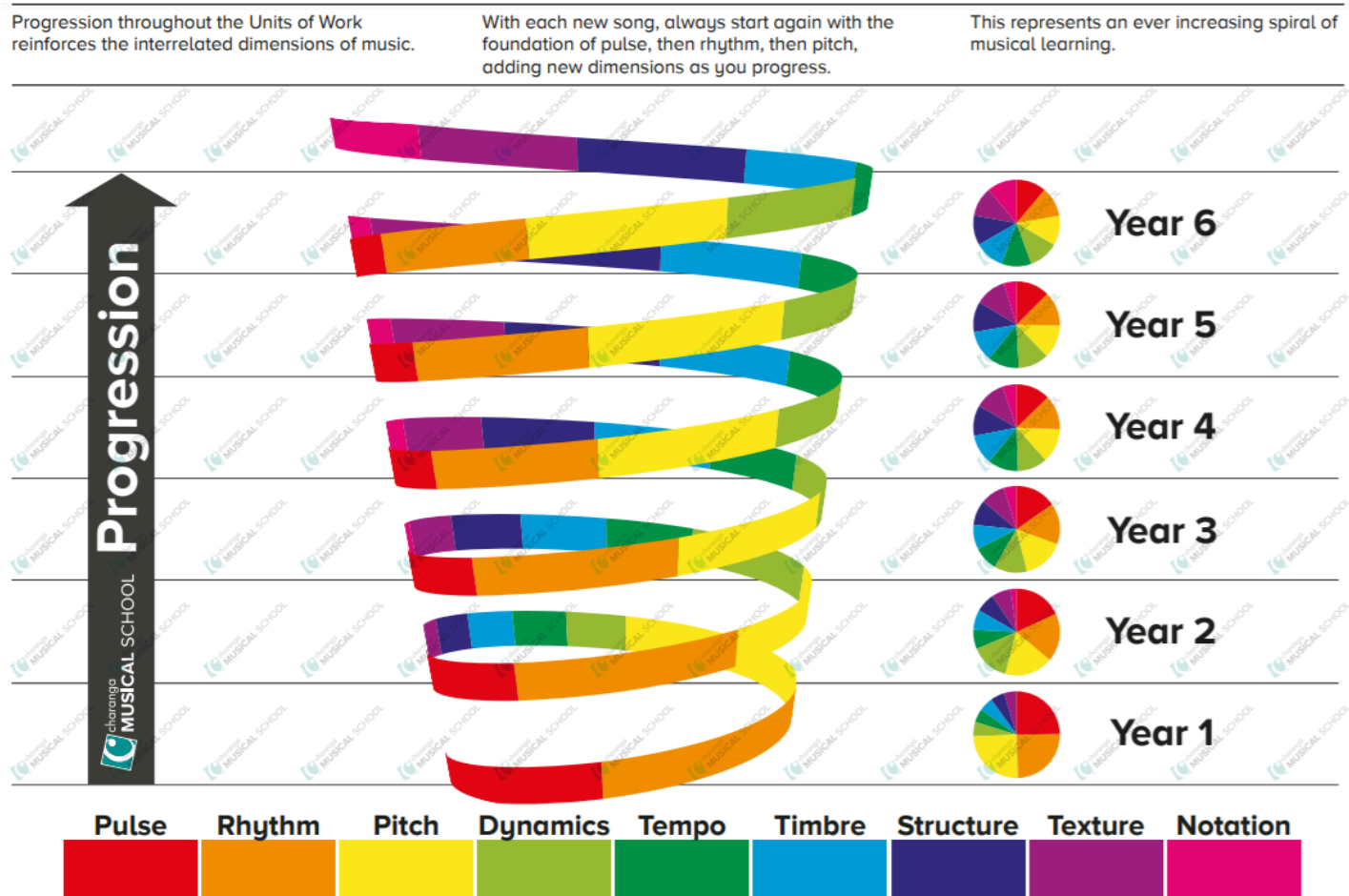
Appendix 4: Mastery in our music lessons

Our school Music programme 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. There is support available to guide the Teacher through each strand of musical learning from Reception to Upper Key Stage 2 in order to identify the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards, it's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.



Appendix 5: Learning Progression - All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.



Listening and Appraising

National Curriculum 2014:

“...listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians”

