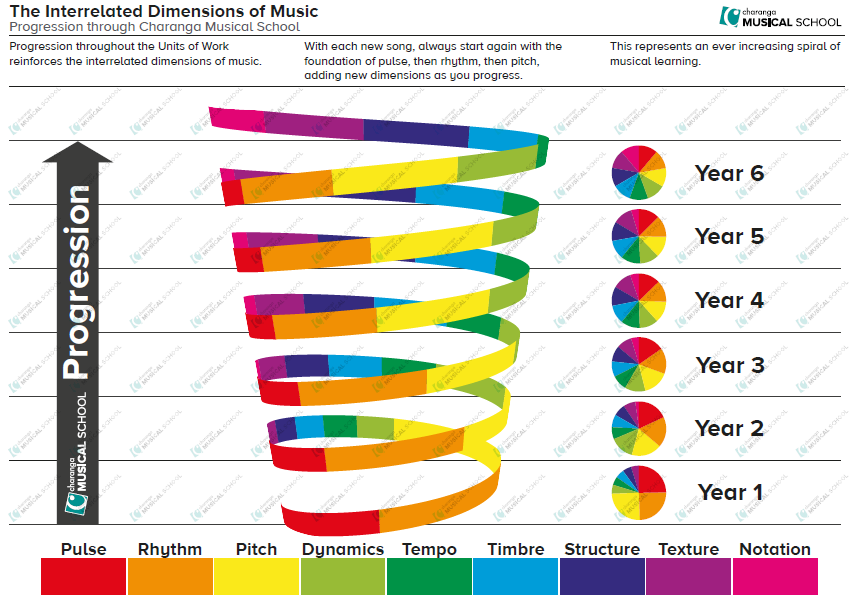
**Long Term Planning**

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| MUSIC | Hillfort Specific | **Personal development**  Music has a huge contribution to pupils’ spiritual, moral, social and cultural development (SMSC). It supports health and wellbeing.  Occurs through making, presenting and evaluating music:  *making a contribution to cultural life; developing self-esteem and self-confidence; independent learning, problem solving and the ability to use self-evaluation; teamwork and leadership; and promoting emotional development.*  Musical confidence is developed through active engagement with music as performers, music-creators and audience - children will find and develop their musical personalities.  Children develop a lifelong love of music. | | **Cultural development**  Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.  Children develop cultural identity and understanding. Children will be introduced to a wide and diverse range of music, most of which they will not have encountered before.  Pupils develop their appreciation of music, refining their individual taste when exploring:   * Music from local, national and world heritages * Western classical music, its periods and influences * Popular music and cross cultural fusions | | | | **Embody the school’s values**  Kindness, resilience, challenge, courage, aspiration | | | |
| Musical Concepts  **These concepts help to develop MUSICAL UNDERSTANDING.**  **(ISM/Music mark)**  **Musical techniques and building musical knowledge**  **Rich, varied musical framework – taught through CHARANGA scheme of work.** | **Understand style, genre and tradition**  Children gain a knowledge of styles and genres from local, national and world traditions and contemporary practice - including through the work of great composers and musicians.  They compare features of music from different periods and traditions and for different purposes. | **History and chronology of music**  Pupils develop their understanding of the history of music through different periods and styles of music, putting the listening repertoire into historical and stylistic context.  *Early period, Renaissance, Baroque, Classical, Romantic, Early 20th Century, Contemporary (21st Century)* | | **Interrelated dimensions of music**  At the centre of all learning – they are musical building blocks: understand pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and appropriate musical notations.  Using Charanga, with each new song children begin with the foundation learning of finding the pulse, rhythm and pitch of the song. The progression through the dimensions is outlined in the scheme.  *See Note 1 for Progression Map.* | | **Notation**  Use and understand staff and other musical notations | | **Creativity**  Music learning is a creative experience for children and creativity is at the heart of all musical learning.  Children explore musical expression through all the musical processes. This involves a process of playing and experimenting  with ideas; making choices and organising; and finally refining, rehearsing and performing. | | **Music terminology and language**  Develop understanding and use of musical terminology  *See MMC Pages 3-7 for Glossary of musical terms*  *See Charanga terminology* |
| Musical Skills/Processes  **Music is a skills based subject and is taught practically.**  **Steadily increasing development of musicianship.**  **Explored instrumentally, vocally or through music technology.**  **Key areas work together/alongside one another.** | **Listening (and appraising)**  Listening is at the heart of musical activities; we develop our musical understanding through listening.  Active and critical listening is key. This inspires creative responses, both verbally and musically. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener.  Children listen to each other, their own music and a repertoire of music.  Listen with attention to detail and recall sounds with increasing aural memory. | **Composing**  To be able to create own original music through:  Improvising, creating, organising, and refining rhythmic and melodic patterns and harmonies, using textures and structures as appropriate  Children experience *practical* music making and develop musical expression. | | | **Performing**  Perform musically with authenticity.  Play tuned and untuned instruments – develop technical control.  Develop an awareness and sense of audience with regular opportunities for performance in lessons and wider school events  Ensemble: performing with others | | | | **Singing**  Use their voices expressively.  Children receive regular singing opportunities.  Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing with musical delivery by the end of Year 6. | |

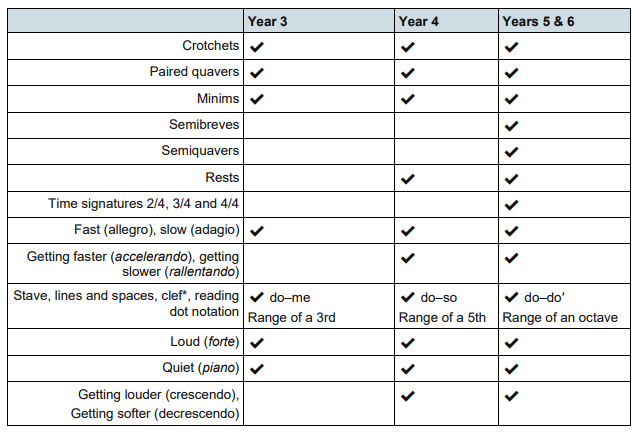
Note 1: .



**Progression Map**

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|  | | | EYFS | KS1 | LKS2 | UKS2 |
| Key concept: Style, genre and tradition  and  Key concept:  History of music | | Style including the purpose of the music  History of music | > Children are exposed to different styles of music through listening opportunities.  **South African**  **Sea shanties**  **Nursery rhymes**  > They listen to short, simple pieces of music and talk about when and why they may hear it, e.g. a lullaby or Wedding march.  > Children begin to learn about then and now (related to History learning) and can begin to comment on how the music is different/has changed over time.  ***See Charanga Styles and Cross curricular links document*** | > Children listen to musical pieces and extracts from different styles, genres, cultures and time periods.  > They discuss where and when they may be heard explaining why, using simple musical vocabulary, e.g. It’s quiet and smooth - it would be good for a lullaby.  > Children learn about then and now (related to History learning) and can comment on how the music is different/has changed over time.  ***See Charanga Styles and Cross curricular links document*** | > Children listen to and begin to respond to music drawn from different traditions and great composers and musicians.  > Begin to name some of the style indicators of a piece of music when they listen to it. (musical characteristics that give the song its style).  > Begin to consider how the purpose of the music affects the way it is created and performed. This may well be related to the History of music.  ***See Charanga Styles and Cross curricular links document*** | > Children have an increasing understanding of how music has evolved through different styles, traditions, cultures, composers and musicians.  > Confidently name the style indicators of a piece of music.  > Consider and comment on how the purpose of the music affects the way it is created and performed.  > Children have an increasing understanding of how music has evolved through history – what was going at this time, historically and musically?  ***See Charanga Styles and Cross curricular links document*** |
| Key concept: Interrelated dimensions of music | | | > Children begin to understand that musical elements can be used to create different moods and effects.  > Children focus on the pulse, rhythm and pitch of the music. They know they can move along to the pulse of the music.  > They explore high and low notes.  > They understand fast and slow.  > They understand loud or quiet.  > Understand songs have sections. | > Children understand how musical elements create different moods and effects.  They should explore the following:  > Know that music has a steady pulse, like a heartbeat.  > Recognise when music is loud or quiet (dynamics)  > Recognise when music is fast or slow (tempo)  > Recognise the pitch of music (high or low) and use movement to develop an awareness of this  > To know that we can create rhythms from words, our names, favourite food, colours and animals.  > Know we add high and low sounds, pitch, when we sing and play our instruments.  > Understand rhythms are different from the steady pulse. | > Children are more confident with the dimensions of music and can identify most of them when listening to a piece of music (texture, dynamics, tempo, rhythm and pitch).  > Children can comment on the structure of a song and identify the main sections (introduction, verse, chorus, etc.).  > Know and be able to talk about:  - How pulse, rhythm and pitch work together  - Pulse: Finding the pulse – the heartbeat of the music  - Rhythm: the long and short patterns over the pulse  - Know the difference between pulse and rhythm  - Pitch: High and low sounds that create melodies  - How to keep the internal pulse  - Musical Leadership: creating musical ideas for the group to copy or  respond to  > Children use an increasing amount of musical terms/language when discussing music.  > They consider and explore the different dimensions of music when composing their own music, e.g. dynamics, tempo | > Children are confident with the dimensions of music and can identify them when listening to a piece of music (texture, dynamics, tempo, rhythm and pitch).  > Know and be able to talk about:  - How pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure work together to create a song or music  - How to keep the internal pulse  - Musical Leadership: creating musical ideas for the group to copy or respond to  > Children use musical terms/language when discussing music.  > They explore the different dimensions of music when composing their own music, e.g. dynamics, tempo, structure |
| Key concept: Notation | | | > Invite children to create marks/symbols/ pictures to pieces of music and instrumental sounds. | > Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:    > Learn how the notes of the composition can be written down and changed if necessary.  > (Year 1) Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum (Year 1)    > (Year 2) Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: | > Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.  > Introduce and understand the differences between crotchets and paired quavers.  > Apply word chants to rhythms, understanding how to link each syllable to one musical note.  > Capture and record creative ideas using any of:  o graphic symbols  o rhythm notation and time signatures o staff notation  o technology.  ***See Musical Notation and Features list*** | > Recognise the connection between sound and symbol  > Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and their equivalent rests.  > Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  ***See Musical Notation and Features list*** |
| Key concept: Creativity | | | > Children know that the words of a song can paint pictures and tell stories.  > Children have opportunity to create music using their voices and instruments. | > Begin to create and compose music of their own and with others. | > Playing and experimenting with ideas, through making choices and organising, and finally refining and rehearsing. | > Children have opportunities for devising and developing their own creative pathways.  > They make creative decisions, individually and collaboratively, through musical learning. |
| Key concept: Musical terminology and language  **Children will cover a large amount of musical language.**  **Please see Charanga keyword document and MMC for all terminology** | | | Loud  Quiet  Slow  Fast  Instrument  Pulse  Rhythm  Song  Sing  Chant  Repeat  Sounds  Listen  Play | As EYFS plus:  Tempo  Dynamics  Pitch  Orchestra  Instrument - Tuned/Untuned  Instrumental  Listening  Singing  Playing  Composing  Performing | As KS1 plus:  Improvising  Notation  Crotchets  Paired quavers  Minims  Fast – allegro  Slow – adagio  Stave  Clef  Loud- forte  Quiet – piano  Rests  Getting louder – crescendo  Getting softer – decrescendo | As LKS2 plus:  Semibreves  Semiquavers  Time signatures 2/4, 3/4 and 4/4  **Please see Charanga keyword document and MMC for all terminology** |
| Key skill: Singing | | | *> Sing or rap nursery rhymes and simple songs from memory.*  *> Sing along with a pre-recorded song and a backing track focusing on keeping in time and in tune within a given pitch range. (e.g. suitable for EYFS).*  *> Learn to start and stop when following a leader.*  *> Sing a range of call and response songs (e.g. to control vocal pitch and to match the pitch they hear with accuracy.* | > Use voices expressively and creatively by singing songs and speaking chants and rhymes.  > Sing songs with a small pitch range (e.g. *Rain, Rain Go Away*), pitching accurately.  > Learn to sing collectively at the same pitch.  > Sing a wide range of *call and response* songs (e.g. *to* control vocal pitch and to match the pitch they hear with accuracy.)  > Know the meaning of ***dynamics*** (loud/quiet) and ***tempo*** (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions.  *> To confidently sing or rap five songs from memory and sing them in unison.*  *> To know that unison is everyone singing at the same time.*  *> Songs include other ways of using the voice e.g. rapping (spoken*  *word).*  *> To know why we need to warm up our voices.*  > *Learn about voices singing notes of different pitches (high and low).*  *> Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).*  *> Learn to find a comfortable singing position – consider good posture for singing*  *> Learn to start and stop singing when following a leader more confidently.* | > Use their voices with increasing accuracy, fluency, control and expression.  > Consider how to control breathing, increasing the airflow for singing.  > Sing a widening range of ***unison*** songs of varying styles and structures with a ***pitch*** range of ***do–so*** (e.g. Extreme Weather), tunefully and with expression. Perform ***forte*** and ***piano***, loud and soft.  > Know the meaning of ***dynamics*** (loud/quiet) and ***tempo*** (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. ***crescendo, decrescendo***, ***pause***)  > Walk, move or clap a steady ***beat*** with others, changing the speed of the beat as the ***tempo*** of the music changes.  > To know and be able to talk about:  *- Singing in a group can be called a choir*  *- Leader or conductor: A person who the choir or group follow*  *- Songs can make you feel different things e.g. happy, energetic or sad*  *- Singing as part of an ensemble or large group is fun, but that you must*  *listen to each other*  *- Texture: How a solo singer makes a thinner texture than a large group*  *- To know why you must warm up your voice*  *> To sing in unison and in simple two-parts.*  *> To demonstrate a good singing posture.*  *> To follow a leader when singing.*  *> To enjoy exploring singing solo.*  *> To sing with awareness of being ‘in tune’.*  *> To rejoin the song if lost.*  *> To listen to the group when singing.* | > Use their voices with increasing accuracy, fluency, control and expression.  > Sing a broad range of songs, including those that involve syncopated rhythms, as part of a group, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.  *> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.*  *> To know about the style of the songs so you can represent the feeling*  *and context to your audience*  *> To choose a song and be able to talk about:*  *- Its main features*  *- Singing in unison, the solo, lead vocal, backing vocals or*  *rapping*  *- To know what the song is about and the meaning of the lyrics*  *- To know and explain the importance of warming up your voice*  *> Sing in unison and sing backing vocals.*  *> Demonstrate a good singing posture.*  *> Follow a leader when singing.*  *> Experience rapping and solo singing.*  *> To listen to each other and be aware of how you fit into the group.*  *> To sing with awareness of being ‘in tune’.* |
| Key skill: Listening and appraising | | Listening  (Charanga links) | > Children can listen quietly and respectfully.  > Children respond to music through movement.  > Children begin understand that music can touch your feelings and say how a piece of music makes them feel.  > They understand fast and slow.  > They understand loud or quiet.  > They begin to listen out for the different types of sounds/instruments they might hear. | > Children can listen quietly and with sustained focus to musical pieces and extracts from different genres/cultures and periods.  > They know that songs have a musical style.  > Learn how songs can tell a story or describe an idea.  > They know 5 songs off by heart.  *- Know what the songs are about.*  *- Know and recognise the sound and names of some of the instruments they hear – a wider range of band and orchestral instruments.*  *- Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.*  *- Begin to talk about the feelings and ideas created by a piece of music.*  *- Listen carefully and respectfully to other people’s thoughts about the*  *music.* | > Children listen with sustained focus to musical pieces, including music created by their peers.  > They know five new songs from memory and who sang them or wrote them (from Charanga units)  *- Know the style of the five songs.*  *To choose one song and be able to talk about:*  *- Some of the style indicators of that song (musical characteristics that*  *give the song its style).*  *- The lyrics: what the song is about.*  *- Any musical dimensions featured in the song and where they are used*  *(texture, dynamics, tempo, rhythm and pitch).*  *- Identify the main sections of the song (introduction, verse, chorus, etc.).*  - *Associate sounds they hear with certain instruments and name those they hear*  *- Talk about the music and how it makes them feel*  *- Use an increasing amount of musical words when discussing* music | > Children listen with attention to detail, internalising and recalling sounds, developing their aural memory.  > They know five new songs from memory, who sang or wrote them, when they were written and why?  - *Know the style of the songs and to name other songs from the Units in those styles.*  *- The historical context of the songs. What else was going on at this time, musically and historically?*  *- Think about the message of songs.*  *- Compare two songs in the same style, talking about what stands*  *out musically in each of them, their similarities and differences.*  - Listen carefully and respectfully to other people’s thoughts about the  music.  - *Use musical words when talking about the songs.*  *- To talk about the musical dimensions working together in the Unit*  *songs.*  *- Talk about the music and how it makes you feel, using musical language to describe the music.* |
| Responding and reviewing my own work and that of others | > Children can talk about some features of their own and others’ work: *similarities, differences and strengths.*    > They can state the things they enjoy, and are good at, and things they found more difficult. | > Children can think of simple suggestions about what could make their own work better, e.g. play faster or louder.  > They can begin to comment on what they liked about others’ work and what they might change and consider how to make these changes. | > Children can comment on the effectiveness of their own work, identifying and making improvements.  > They can comment on the effectiveness of others’ work, identifying areas for improvements based on the intended outcome/purpose. | > Children consider the intended outcome and purpose when reviewing their own work and that of others.  > They can comment on the successes of a piece of work and suggest appropriate improvements. |
| Key skill: Composing and Improvising | | Composing | > Children begin to explore their voices and musical instruments.  > Create and choose sounds  > Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. | *> Create a simple melody using one, two or three notes.*  *> Know composing is like writing a story with music.*  *- Everyone can compose.*  *> Help create three simple melodies with the Units using one, three or*  *five different notes.*  *- Learn how the notes of the composition can be written down and changed if necessary.* | > Become more skilled in ***improvising*** (using voices, ***tuned*** and ***untuned percussion*** and instruments played in whole class/group/individual/  instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.  To know and be able to talk about:  > **A composition: music that is created by you and kept in some way**. It’s  like writing a story. It can be played or performed again to your friends.  - Different ways of recording compositions (letter names, symbols,  audio etc.)  > Begin to make compositional decisions about the overall structure of improvisations. | *> To know and be able to talk about:*  *- A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your*  *friends.*  *- A composition has pulse, rhythm and pitch that work together and are*  *shaped by tempo, dynamics, texture and structure*  *- Notation: recognise the connection between sound and symbol*  > Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  > Explain the keynote or home note and the structure of the melody.  > Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  > Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial  notation). |
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| Improvising |  | *> To know Improvisation is making up your own tunes on the spot.*  *- When someone improvises, they make up their own tune that has*  *never been heard before. It is not written down and belongs to them.*  *- Everyone can improvise, and you can use one or two notes.* | *> To know and be able to talk about improvisation:*  *-* ***Improvisation is making up your own tunes on the spot***  *- When someone improvises, they make up their own tune that has*  *never been heard before. It is not written down and belongs to them.*  *- Know that using one or two notes confidently is better than using*  *five*  *- Know that if you improvise using the notes you are given, you*  *cannot make a mistake*  *- Know that you can use some of the riffs you have heard in the*  *Challenges in improvisations* | *> To know and be able to talk about improvisation:*  *As LKS2 plus:*  *> Know that you can use some of the riffs and licks you have learnt*  *in the Challenges in your improvisations*  *- Know three well-known improvising musicians* |
| Key skill: Performing & Playing | Playing tuned and untuned instruments | | > Treat instruments carefully and with respect.  > Perform any nursery rhymes or songs adding a simple instrumental part.  > Listen to and follow musical instructions from a leader. | > Treat instruments carefully and with respect.  > Know and recognise the sound and names of some of the instruments they use.  > Know the names of untuned percussion instruments played in class.  > Play a tuned instrumental part with the song they perform.  > Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).  > Listen to and follow musical instructions from a leader.  > Change the tempo or dynamics while playing an instrument.  > Play and perform with an awareness of pulse and rhythm.  > Learn the names of the notes in their instrumental part from memory or when written down. | Year 3 Violins  Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following *staff notation* using a small range (e.g. *Middle C*–E/do–mi) as a whole class or  in small groups (e.g. *trios* and *quartets*).  > Treat instruments carefully and with respect.  > Use the correct technique to play instruments.  > Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.  > To rehearse and perform their part within the context of the Unit song.  > Listen to and follow musical instructions from a leader.  > Experience leading the playing by making sure everyone plays in  the playing section of the song. | > To know and be able to talk about:  - Different ways of writing music down – e.g. staff notation, symbols  - The notes C, D, E, F, G, A, B + C on the treble stave  - The instruments they might play or be played in a band or orchestra or by their friends  > Play a musical instrument with the correct technique within the context of the Unit song.  > Select and learn an instrumental part that matches their musical  challenge, using one of the differentiated parts – a one-note, simple  or medium part or the melody of the song from memory or using  notation.  > Lead a rehearsal session. |
| Practise, rehearse and present performances | | > Understand that a performance is sharing music.  > Think about others when performing – begin to have a sense of ‘audience’.  > Children perform nursery rhymes by singing and adding actions or dance.  . | > Develop the awareness of audience – think about this during practice and the performance itself.  > Perform together in an ensemble, working together with others to create a performance.  *> Know a performance is sharing music with an audience.*  *- A performance can be a special occasion and involve a class, a year*  *group or a whole school.*  *- An audience can include your parents and friends.*  *Choose a song they have learnt from the Scheme and perform it.*  *- They can add their ideas to the performance.*  *- Record the performance and say how they were feeling about it.* | > Continue to develop awareness of audience.  > Perform with awareness of different parts.  *> To know and be able to talk about:*  *- Performing is sharing music with other people, an audience*  *- You need to know and have planned everything that will be performed*  *- You must sing or rap the words clearly and play with confidence*  *- A performance can be a special occasion and involve an audience*  *including people you don’t know*  *- It is planned and different for each occasion*  *- It involves communicating feelings, thoughts and ideas about the*  *song/music*  *To choose what to perform and create a programme.*  *- Present a musical performance designed to capture the audience.*  *- To communicate the meaning of the words and clearly articulate them.*  *- To talk about the best place to be when performing and how to stand*  *or sit.*  *- To record the performance and say how they were feeling, what they*  *were pleased with what they would change and why.* | > Have a strong awareness of the audience – consider how to create a specific effect with the audience in mind.  > Rehearse and perform their part within the context of the Unit song.  *> To know and be able to talk about (as LKS2 plus):*  *- Everything that will be performed must be planned and learned*  *- You must sing or rap the words clearly and play with confidence*  *> Choose what to perform and create a programme (as LKS2 plus):*  *- To talk about the venue and how to use it to best effect.*  *- To record the performance and compare it to a previous performance.*  *- To discuss and talk musically about it – “What went well?” and “Itwould have been even better if...?”* |

**MMC**



**Curriculum Map**

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| EYFS | 6 weeks: Nursery rhymes and singing | 6 weeks:  Nursery rhymes and singing  Christmas Performance - Nativity | 6 weeks:  Charanga Unit 1  *Me!* | 6 weeks:  Charanga Unit 3  *Everyone!* | 6 weeks:  Charanga Unit 4  *Our World* | 6 weeks:  Charanga Unit 6  *Reflect, Rewind and Replay*  Complete all listening activities (Western classical music)  Complete consolidation of foundations of musical language |

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| Y1 | 1 week:  Introduction to Music  *What is Music at Hillfort?*  Introduce History of Music timeline  Children to hear example of music from each era (MMC) beginning to develop listening skills.  Introduction to orchestral instrument sections. | 6 weeks: Charanga Unit 1  *Hey You!* | 4 weeks: Charanga Unit 2 (Shortened unit)  *Rhythm in the way we walk and banana rap*  ***Reggae, Hip Hop*** | Christmas Performance  TBC | 6 weeks:  Charanga Unit 3  *In The Groove*  ***Blues, Latin, Folk, Funk, Baroque, Bhangra*** | 6 weeks: Charanga Unit 4  *Round And Round*  ***Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion*** | 6 weeks:  Charanga Unit 5  *Your Imagination*  ***Film, Pop, Musicals*** | 4 weeks: Charanga Unit 6  *Reflect, Rewind and Replay*  Complete listening activities from all 6 steps (Western Classical music)  Complete consolidation of foundations of musical language  Choose 2-3 songs to perform across the weeks  Complete Music Passport to Year 2 |

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| Y2 | 1 week:  Introduction to Music  *What is Music at Hillfort?*  Introduce History of Music timeline  Children to hear example of music from each era (MMC) beginning to develop listening skills.  Introduction to orchestral instrument sections. | 6 weeks: Charanga Unit 1  (Shortened unit)  *Hands, Feet, Heart*  ***South African styles*** | 4 weeks: Charanga Unit 2  *Ho Ho Ho*  Whilst this unit is still 6 steps, it should be combined to fill 4 weeks.  ***Christmas, Big Band, Motown, Elvis, Freedom Songs*** | Christmas Performance  TBC | 6 weeks:  Charanga Unit 3  *I Wanna Play In A Band*  ***Rock***  Change to:  6 weeks:  Year 1 Unit 3  In The Groove  So that children cover more styles of music. | 6 weeks: Charanga Unit 4  *Zootime*  **Reggae** | 6 weeks:  Charanga Unit 5  *Friendship Song*  ***Pop, Soul, Film. Musicals*** | 6 weeks: Charanga Unit 6  *Reflect, Rewind and Replay*  Complete listening activities from all 6 steps (Western classical music)  Complete consolidation of foundations of musical language  Choose 2-3 songs to perform across the weeks  Complete Music Passport to Year 3 |

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| Y3 | 1 week:  Introduction to Music  *What is Music at Hillfort?*  Introduce History of Music timeline  Children to hear example of music from each era (MMC) beginning to develop listening skills.  Introduction to orchestral instrument sections.  Introduce terms: pulse, rhythm, pitch, dynamics, tempo | Autumn 1-2  *Violins/*  *Cornets* (depending on instrument hire) | Christmas Performance  TBC | Spring 1-2  *Violins/Cornets*  \*Listen and Appraise sections of Three Little Birds Charanga Unit  (Reggae)  \*Try to fit this in during Spring Term  This year only – otherwise Reggae missed | Summer 1-2  *Violins/Cornets* | 2 weeks:  Must complete listening activities (Western classical music)  Complete Music Passport to Year 4 |

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| Y4 | 1 week:  Introduction to Music  *What is Music at Hillfort?*  Introduce History of Music timeline  Children to hear example of music from each era (MMC) beginning to develop listening skills.  Introduction to orchestral instrument sections. | 7 weeks: Charanga Unit 1  *Mamma Mia!*  ***ABBA***  *Music and styles of 70s and 80s****.*** | 4 weeks:  Charanga Unit 2  *Glockenspiels*  *Stage 2*  ***Learning basic instrumental skills by playing tunes in varying styles.***  ***Introduction to language of music, theory and composition.*** | Christmas Performance  TBC  2 weeks | 6 weeks: Charanga Unit 3  *Stop!*  *Grime/Rap around Bullying*  ***Grime, Classical, Bhangra, Tango, Latin Fusion***  *Rap composition, bullying.* | 6 weeks: Charanga Unit 4  *Lean on Me*  ***Gospel***  *From Beethoven to slavery, Elvis to Urban Gospel of Beyonce and different choirs.* | 6 weeks: Charanga Unit 5  *Blackbird*  ***The Beatles***  *Civil Rights. The development of pop music.* | 6 weeks: Charanga Unit 6  *Reflect, Rewind and Replay*  Complete listening activities from all 6 steps (Western classical music)  Complete consolidation of foundations of musical language  Choose 2-3 songs to perform across the weeks  Complete Music Passport to Year 5 |

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| Y5 | 1 week:  Introduction to Music  *What is Music at Hillfort?*  Introduce History of Music timeline  Children to hear example of music from each era (MMC) beginning to develop listening skills.  Introduction to orchestral instrument sections.  Introduce terms: pulse, rhythm, pitch, dynamics, tempo | 7 weeks: Charanga Unit 1  *Livin’ On A Prayer*  ***Rock*** | 4 weeks: Charanga Unit 2    *Classroom Jazz 1*  ***Jazz in historical context*** | Christmas Performance  TBC | 6 weeks:  Charanga Unit 3  *Make You Feel My Love*  ***Pop Ballads*** | 6 weeks: Charanga Unit 4  *Fresh Prince of Bel-Air*  ***Hip Hop*** | 6 weeks:  Charanga Unit 5  *Dancing in the Street*  ***Motown***  *History of Motown, development of popular music. Civil rights.* | 6 weeks: Charanga Unit 6  *Reflect, Rewind and Replay*  Complete listening activities (Western classical music)  Complete consolidation of foundations of musical language  Choose 2-3 songs to perform across the weeks  Complete Music Passport to Year 6 |

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| Y6 | 1 week:  Introduction to Music  *What is Music at Hillfort?*  Introduce History of Music timeline  Children to hear example of music from each era (MMC) beginning to develop listening skills.  Introduction to orchestral instrument sections.  Introduce terms: pulse, rhythm, pitch, dynamics, tempo | 7 weeks: Charanga Unit 1  *Happy*  **Pop/Motown**  **What makes us happy?**  **Video project** | 4 weeks:  Charanga Unit 2  *Classroom  Jazz 2*  **Jazz, Latin, Blues**  **Jazz in its historical context**  **\*\*Changed to Classroom Jazz 1 (Year 5 Unit)** | Christmas Performance  TBC | 6 weeks:  Charanga Unit 3  *Benjamin Britten - A New Year Carol*  **Western Classical Music, Gospel, Bhangra**  **\*Possible this unit is changed due to timetable constraints in Year 6** | 6 weeks: Charanga Unit 4  *You’ve Got A Friend*  **Music of Carole King** | 6 weeks:  Charanga Unit 5  *Music and Me*  **Inspirational Women in Music**  **Identity in Music** | 2 weeks: Charanga Unit 6  *Reflect, Rewind and Replay*  Complete listening activities (Western classical music)  Complete consolidation of foundations of musical language  Choose one song to perform across the weeks  Complete Music Passport to Year 7 | 4 weeks:  Year 6 Production |

**CHARANGA - Styles and Cross Curricular Links**

