



# Music

 **charanga**  
**MUSICAL SCHOOL**



*"The more that you read, the more things you will know. The more that you learn, the more places you'll go."*

## Music Statement of Intent

At Folksworth Primary School we recognise the importance of music in a balanced curriculum. We are a school that is committed to the mental wellbeing of our pupils and understand how music can support this. Music can affect the way we feel and how we communicate; by teaching our pupils about a variety of music genres we aim to develop in them an appreciation of the importance of music to many people. We also want our children to be aware that musical tastes vary and, through teaching of different styles, to give them the confidence to express their own opinion and preferences as well as a respect and understanding for the impact music and musical traditions can have on different communities.

We follow the Charanga scheme of work for music, alongside giving our pupils the opportunity to learn to play different instruments. Through this scheme children listen to, evaluate, compose and sing a variety of pieces in a range of styles so they appreciate different musical genres. Our pupils then also have many opportunities to develop their musical skills and understanding through extra curricular activities, singing during collective worship and performances to audiences.



# Music Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 &amp; 2</b>	Paddington at the Tower <i>Michael Bond</i>	Toby and the Great Fire of London <i>Margaret Nash &amp; Jane Cope</i>	The Jolly Postman <i>Janet &amp; Allan Ahlberg</i>	The Magic Faraway Tree <i>Enid Blyton</i>	The Lighthouse Keepers' Lunch <i>Ronda &amp; David Armitage</i>	George's Marvellous Medicine <i>Roald Dahl</i>
	Your Imagination	Nativity Performance	Zootime	Hey You!	Hands, Feet, Heart	Round and Round
<b>Years 3 &amp; 4</b>	Charlie and The Chocolate Factory <i>Roald Dahl</i>	Demon Dentist <i>David Walliams</i>	Beowulf <i>Rob Lloyd Jones and Victor Tavares</i>	The Saga of Erik The Viking <i>Terry Jones</i>	Poems to Perform <i>Julia Donaldson</i>	The Time Travelling Cat and the Egyptian Goddess <i>Julia Jarman</i>
	Dragon Song	Blackbird	Three Little Birds	Lean On Me	Bringing Us Together	KS2 Performance
<b>Years 5 &amp; 6</b>	Cosmic <i>Frank Cottrell Boyce</i>	The Nowhere Emporium <i>Ross MacKenzie</i>	Rain Player <i>David Wisniewski</i>		Goodnight Mr Tom <i>Michelle Magorian</i>	Macbeth (A Shakespeare Story) <i>Andrew Matthews and Tony Ross</i>
	Make You Feel My Love	Young Voices Programme	Classroom Jazz 1	Fresh Prince of Bel Air	Music and Me	KS2 Performance



<b>YEAR B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Years 1 &amp; 2</b>	Dogger <i>Shirley Hughes</i>	The Owl Who was Afraid of the Dark <i>Jill Tomlinson</i>	The Tiger who came to tea <i>Judith Kerr</i>	Handa's Surprise <i>Eileen Browne</i>	The Day the Crayons Quit <i>Drew Daywalt &amp; Oliver Jeffers</i>	The Owl and the Pussycat <i>Edward Lear</i>
	Friendship Song	Nativity Performance	Rhythm in the Way we Walk	I Wanna Play in a Band	Instruments: Ocarina/ Recorders	
<b>Years 3 &amp; 4</b>	Stig of the Dump <i>Clive King</i>	The Firework Makers Daughter <i>Philip Pullman</i>	The Iron Man <i>Ted Hughes</i>	Run Wild <i>Gill Lewis</i>	Avoid Being a Roman Soldier <i>David Stewart</i>	The Thieves of Ostia <i>Caroline Lawrence</i>
	Mamma Mia	Instruments: Glockenspiel 1	Instruments: Glockenspiel 2	Let Your Spirit Fly	Stop!	KS2 Performance
<b>Years 5 &amp; 6</b>	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i>	The Spy Master: First Blood <i>Jan Burchett &amp; Sara Vogler</i>	The Storm Keeper's Island <i>Catherine Doyle</i>	The Highwayman <i>Alfred Noyes</i>	Beasts of Olympus: Beastkeeper <i>Lucy Coats &amp; David Roberts</i>	Percy Jackson and the Lightning Thief <i>Rick Riordan</i>
	Happy	Livin' on a Prayer	Instruments: Keyboards	Instruments: Keyboards	You've Got a Friend	KS2 Performance



# Progression of Knowledge and Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Performance</b>						
<b>(Being imaginative and expressive)</b> 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	Pulse and beat: Understand steady beat and repeated rhythms  Rhythm: Create, retain and perform own rhythm pattern/ copycat rhythms & chants  Pitch: Listen to/compare sounds in school environment  Pitch: Sing familiar songs, using percussion to enhance story telling  Pitch: Follow pictures and symbols to guide singing and playing	Pulse and beat: Understand and identify beat groupings, inc. in familiar music  Rhythm: Play and invent copycat rhythms on untuned percussion / using word phrases  Pitch: Play range of singing games based on the cuckoo interval  Pitch: Recognise dot notation and match it to 3-note tunes	Instrumental Performance: Play/ perform melodies following staff notation & ordering phrases  Instrumental Performance: Accurately copy stepwise melodic phrases  Reading Notation: Introduce the stave, lines and spaces, and clef  Reading Notation: Introduce and understand the differences between notations  Reading Notation: Apply word chants to rhythms	Instrumental Performance: Develop facility in musical instrument over sustained period  Instrumental Performance: Play and perform melodies following staff notation  Reading Notation: Introduce and understand differences between minims, crotchets, paired quavers and rests  Reading Notation: Follow and perform simple rhythmic scores to steady beat	Instrumental Performance: Play melodies on tuned percussion, melodic instruments or keyboards  Instrumental Performance: Perform range of repertoire pieces/arrangements, developing skill of playing by ear  Reading Notation: Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers  Reading Notation: Read/play short rhythmic phrases at sight from prepared cards	Instrumental Performance: Play (including ensembles) melody following staff notation written on one stave  Instrumental Performance: Accompany melodies using block chords/bass line  Reading Notation: Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests  Reading Notation: Read and play confidently from rhythm notation cards/rhythmic scores
<b>Composing</b>						
	Experiment with sounds using interrelated dimensions of music eg <i>louder, softer, quicker, slower, simple musical notations</i>	Experiment with, create, select and combine sounds using the interrelated dimensions of music eg <i>louder, softer, quicker, slower, higher, lower, simple musical notations</i>	Begin to compose music on their own and with others, using the interrelated dimensions of music eg <i>pitch, tempo, dynamics, musical notations</i>  Use some staff and other musical notation	Compose music on their own and with others using the interrelated dimensions of music eg <i>pitch, tempo, dynamics, duration, musical notations</i>  Use and understand some staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg <i>duration, timbre, texture, structure, tempo, musical notations</i>  Use and understand staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg <i>duration, timbre, texture, structure, tempo, musical notations</i>  Use and understand staff and other musical notation





EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening						
<b>(Listening, attention and understanding)</b> Listen attentively and respond to what they hear with relevant questions;	Listen to a combination of high-quality recorded and live music  Listen to music from range of origins, traditions, historical periods and social contexts  Begin to say what they like/dislike and why	Listen to a combination of high-quality recorded and live music  Listen to music from range of origins, traditions, historical periods and social contexts  Say what they like/dislike and give reasons for their opinions	Listen with increasing concentration to combination of high-quality recorded and live music  Develop understanding of music from range of origins, traditions, historical periods and social contexts  Describe music using simple musical vocabulary	Listen with increasing concentration to combination of high-quality recorded and live music  Develop understanding of music from range of origins, traditions, historical periods and social contexts  Describe and evaluate music using simple musical vocabulary	Listen with attention to detail to combination of high-quality recorded and live music  Appreciate and understand music from range of origins, traditions, historical periods and social contexts  Evaluate and discuss music using increasing complex language	Listen with attention to detail to combination of high-quality recorded and live music  Appreciate and understand music from range of origins, traditions, historical periods and social contexts  Evaluate and discuss music using increasing complex language
Singing						
<b>(Being imaginative and expressive)</b> 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	Sing collectively a range of simple songs, chants and rhymes from memory  Respond to simple visual prompts	Sing range of songs regularly with increasing vocal control  Know the meaning of simple musical vocabulary	Sing and perform widening range of unison songs tunefully and with expression  Perform actions confidently and in time to action songs  Keep a steady beat	Continue to sing/perform broad range of unison songs using accurate pitch  Sing range of rounds/partner songs  Begin to sing repertoire with small & large leaps/simple second part	Perform broad range of songs from extended repertoire for audiences  Observe phrasing, accurate pitching and appropriate style  Sing 3-part rounds, partner songs & songs with verse and chorus	Sing a broad range of songs (including syncopated rhythms) as part of a choir  Continue to sing 3- and 4-part rounds/partner songs  Continue to perform range of songs as a choir to range of audiences

