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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **Charanga**  **Me!**  Overview  Learn to sing nursery rhymes and action songs:  Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things For Fingers  Cross-curricular and topic-based focus  Explore: Growing; Homes; Colour; Toys; How I look  Musical learning focus  Listening and responding to different styles of music  Embedding foundations of the interrelated dimensions of music  Learning to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments  Share and perform the learning that has taken place  How this Unit is organised  Listen and Respond to a different style of music each week/step  Explore and Create - initially using voices only but building to using classroom instruments too  Singing - nursery rhymes and action songs - building to singing and playing  Share and Perform | **Charanga**  **My stories!**  Overview  Learn to sing nursery rhymes and action songs:  I’m A Little Teapot  The Grand Old Duke Of York  Ring O’ Roses  Hickory Dickory Dock  Not Too Difficult  The ABC Song  Cross-curricular and topic-based focus  Explore: Using your imagination; Christmas; Festivals; Fairies; Pirates; Treasure; Superheroes; Let’s Pretend; Once Upon A Time  Musical learning focus  Listening and responding to different styles of music  Embedding foundations of the interrelated dimensions of music  Learning to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments  Share and perform the learning that has taken place  How this Unit is organised  Listen and Respond to a different style of music each week/step  Explore and Create using voices and classroom instruments  Singing - nursery rhymes and action songs - building to singing and playing  Share and Perform  **Christmas**  **Production** | **Charanga**  **Everyone!**  Overview  Learn to sing nursery rhymes and action songs:  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  Cross-curricular and topic-based focus  Explore: Family; Friends; People; Music from around the world  Musical learning focus  Listening and responding to different styles of music  Embedding foundations of the interrelated dimensions of music  Learning to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments  Singing and learning to play instruments within a song  Share and perform the learning that has taken place  How this Unit is organised  Listen and Respond to a different style of music each week/step  Explore and Create - initially using voices only but building to using classroom instruments too  Sing and play - nursery rhymes and action songs - building to singing and playing  Share and Perform | **Charanga**  **Our World**  Overview  Learn to sing nursery rhymes and action songs:  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  The Wheels On The Bus  The Hokey Cokey  Cross-curricular and topic-based focus  Explore: Animals; Jungle; Minibeasts; Night and day; Sand and water; Seaside; Seasons; Weather; Sea; Space  Musical learning focus  Listening and responding to different styles of music  Embedding foundations of the interrelated dimensions of music  Learning to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments  Singing and learning to play instruments within a song  Share and perform the learning that has taken place  How this Unit is organised  Listen and Respond to a different style of music each week/step  Explore and Create - using voices and classroom instruments  Sing and Play - nursery rhymes and action songs  Share and Perform | **Charanga**  **Big Bear Funk**  Overview  Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.  Musical learning focus:  Listening and appraising Funk music  Embedding foundations of the interrelated dimensions of music using voices and instruments  Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs  Playing instruments within the song  Improvisation using voices and instruments  Riff-based composition  Share and perform the learning that has taken place  How this Unit is organised  Listen and Appraise a different piece of Funk music each week/step  Explore and Create using voices and classroom instruments  Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs  Share and Perform | **Charanga**  **Reflect, rewind and Replay!**  Overview  This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps and a new compose tool.  Consolidate your learning and perform  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.  Musical learning focus:  Listen and Appraise  Continue to embed the foundations of the interrelated dimensions of music using voices and instruments  Sing and revisit nursery rhymes and action songs  Play instruments within the song  Improvisation using voices and instruments  Riff-based composition  Share and perform the learning that has taken place  How this Unit is organised  Listen and Appraise a different piece of music each week/step  Explore and Create using voices and classroom instruments  Sing and Play by revisiting a selection of nursery rhymes and action songs  Share and Perform |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year1** | **Charanga**  **(New Music Model Curriculum scheme)**  **Introducing Beat**  How can we make friends when we sing together?  Understanding Music - Year 1 Unit 1   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low   Improvise Together - Year 1 Units 1,2   * Children improvise using notes with the backing track of the song provided.   Note options: C C, D C, D, E | **Charanga**  **(New Music Model Curriculum scheme)**  **Adding Rhythm and Pitch**  How does music tell stories about the past?  Understanding Music - Year 1 Unit 2   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low   Note options: C C, D C, D, E | **Charanga**  **(New Music Model Curriculum scheme)**  **Introducing Tempo and Dynamics**  How does music make the World a better place?  Understanding Music - Year 1 Unit 3   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * Activity Tracks - Improvise Together - Year 1 Activity 2 Children improvise using notes with the backing track of the song provided.   Note options: F F, G F, G, A | **Charanga**  **(New Music Model Curriculum scheme)**  **Combining Pulse, Rhythm and Pitch**  How does music help us understand our neighbours?  Understanding Music - Year 1 Unit 4   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low   Note options: F, G, F, G, A | **Charanga**  **(New Music Model Curriculum scheme)**  **Having fun with improvisation**  What songs can we sing to help us through the day?  Understanding Music - Year 1 Unit 5   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low   Note options: C C, D C, D, E | **Charanga**  **(old scheme – to be changed as soon as new model is available)**  **Reflect, Rewind &**  **Replay**  *(Western Classical Music and your choice from Year 1)*  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in the correct time and space. Consolidate the foundations of the language of music. |
| **Year Group**  **Year 2** | **Autumn 1**  **Charanga**  **(New Music Model Curriculum scheme)**  **Exploring simple patterns**  How does music help us making friends?  Understanding Music - Year 2 Unit 1   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion * Create rhythms using word phrases as a starting point * Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests * Create and perform your own chanted rhythm patterns   The Glockenspiel parts use the following notes: Part 2: C, D | **Autumn 2**  **Charanga**  **(New Music Model Curriculum scheme)**  **Focus on dynamics & tempo**  How does music teach us about the past?  Understanding Music – Year 2 Unit 2   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short Very simple melodic patterns using high and low * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion * Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests * Create and perform your own chanted rhythm patterns   The Glockenspiel parts use the following notes: Part 2: G, A Part 1: G, A, B  **Christmas**  **Production** | **Spring 1**  **Charanga**  **(New Music Model Curriculum scheme)**  **Exploring feelings through music**  How does music make the World a better place?  Understanding Music - Year 2 Unit 3   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion * Create rhythms using word phrases as a starting point * Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests * Create and perform your own chanted rhythm patterns   The Glockenspiel parts use the following notes: Part 2: C, D, E Part 1: C, D, E | **Spring 2**  **Charanga**  **(New Music Model Curriculum scheme)**  **Inventing a musical story**  How does music teach us about our neighbourhood?  Understanding Music - Year 2 Unit 4   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion * Create rhythms using word phrases as a starting point * Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests Create and perform your own chanted rhythm patterns   The Glockenspiel parts use the following notes: Part 2: C, E, G Part 1: C, D, E, G | **Summer 1**  **Charanga**  **(New Music Model Curriculum scheme)**  **Music that makes you dance**  How does music make us happy?  Understanding Music - Year 2 Unit 5   * Find and try to keep a steady beat * Very simple rhythm patterns using long and short * Very simple melodic patterns using high and low * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion * Create rhythms using word phrases as a starting point * Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests * Create and perform your own chanted rhythm patterns   The Glockenspiel parts use the following notes: Part 2: F, C, D Part 1: F, C, D | **Summer 2**  **Charanga**  **(old scheme – to be changed as soon as new model is available)**  **Reflect, Rewind &**  **Replay**  *(Western Classical Music and your choice from Year 2)*  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | Ukulele  **Bury Music Service**   * Finding pulse and rhythm * Learning of notation of rhythm * Understanding of the proper handling of Ukulele * Understand of parts of Ukulele * Play first chords and recognise notes on open strings   Keyboard club | Ukulele  **Bury Music Service**  Same as Autumn 1  Keyboard club | Ukulele  **Bury Music Service**   * Improve sense of pulse * Learning of notation * Understanding of role of composer * Knowledge of a range of composers and different styles of music * Compose own rhythm * Understanding of roles of different instrument families * Introduce graphic score     Keyboard club | Ukulele  **Bury Music Service**  Same as Spring 1          Keyboard club | Ukulele  **Bury Music Service**   * Good sense of pulse and rhythm * Learning notation * Understand pitch, learn notation of pitch * Develop pitch awareness through singing * Re-introduce chords and learn more complex chords (for those ready) * Develop confidence in performance * Understanding and application of dynamic.   Keyboard club | Ukulele  **Bury Music Service**  Same as Summer 1      Keyboard club |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 4**  **Year Group** | Music clubs –  Ongoing  **Ukulele**  **Autumn 1** | **Technola** Music  *Performance*  This module takes folk music as its inspiration and examines the role that folk music plays part of national and cultural identity. Pupils consider the importance of folk music for maintaining links to the past through oral tradition. The class learns both traditional and contemporary folk songs and explores how this genre of music has influenced modern day singer-songwriters.  **Ukulele club**  **Autumn 2** | Music clubs –  Ongoing  **Ukulele**  **Spring 1** | **Technola**  Music  Composition  This module builds on skills taught at Level 1 but is also suitable for beginners. Pupils continue to use Garageband and delve deeper into the user interface to use a wider variety of functions. In Level 2, pupils record vocal tracks to layer into songs and learn how to arrange music, sample sounds and add in harmonies. They use smart instruments and eat sequencers to create unique rhythms and loops which are put together with pre-recorded materials and MIDI files.    **Ukulele club**  **Spring 2** | Music clubs –  Ongoing  **Ukulele**  **Summer 1** | **Technola**  Music    Electives  **Ukulele club**  **Summer 2** |
| **Year 5** | Music clubs –  ongoing | **Technola** Music  Performance  In this module pupils progress onto their first fully tuned instrument. Pupils start by learning how to play simple melodies on open strings and then progress to four note chords. Children learn what a chord is and how to play four note chords on the ukulele with a focus on using correct hand positions for chord changes. The children learn four chord songs and practise learning to sing and play at the same time. Children learn to play traditional and a contemporary piece of music on the ukulele. | Music clubs –  Ongoing | **Technola**  Music  Composition  Develop an understanding that music conveys mood and emotions. • Discuss how music makes me feel. • Realise that musicians can use all sorts of sounds in their work to create atmosphere. • Learn what ‘sampling’ is and start to use it in composition.  • Start to use the keyboard to compose simple melodies. • Learn about copyright and the idea that music can be owned. • Create soundscapes that accompany moving images. • Offer constructive feedback on a classmate’s project. • Develop my project in response to a classmate’s feedback. | Music clubs –  ongoing | **Technola**  Music  Electives |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 6** | Music clubs –  ongoing | Technola  Music  Performance  This module teaches fundamental keyboard skills to all pupils and looks at the evolution of the keyboard instrument from the harpsichord to the piano to the synthesizer through both traditional and contemporary pieces of music. Pupils use physical keyboards connected to IPads and learn scales on scale note keyboards. They learn piano chords, hand positioning and chord shapes as well as the importance of accurate finger and posture when playing on a keyboard. (Roman numerals for chords, degrees of scale and scale inversion). | Music clubs –  ongoing | **Technola**  Music  Composition  This module builds on the work pupils did on soundscape in Y5 and develops this by moving onto soundtracks for film and television. These are distinct from soundscapes in that their main focus lies in creating compelling melodies and musical themes which are specific to a particular piece of footage. Children are asked to respond more precisely to a task by creating suitable soundtracks for moving images.  Children continue to use Garageband but with increasing levels of complexity and choice available to them. | Music clubs –  ongoing | **Summer Production**  **Technola**  Music  Electives |