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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-cake1, 2, 3, 4, 5, Once I Caught a Fish AliveThis Old ManFive Little DucksName SongThings For FingersCross-curricular and topic-based focusExplore: Growing; Homes; Colour; Toys; How I lookMusical learning focusListening and responding to different styles of musicEmbedding foundations of the interrelated dimensions of musicLearning to sing or sing along with nursery rhymes and action songsImprovising leading to playing classroom instrumentsShare and perform the learning that has taken placeHow this Unit is organisedListen and Respond to a different style of music each week/stepExplore and Create - initially using voices only but building to using classroom instruments tooSinging - nursery rhymes and action songs - building to singing and playingShare and Perform | **Charanga****My stories!**OverviewLearn to sing nursery rhymes and action songs:I’m A Little TeapotThe Grand Old Duke Of YorkRing O’ RosesHickory Dickory DockNot Too DifficultThe ABC SongCross-curricular and topic-based focusExplore: Using your imagination; Christmas; Festivals; Fairies; Pirates; Treasure; Superheroes; Let’s Pretend; Once Upon A TimeMusical learning focusListening and responding to different styles of musicEmbedding foundations of the interrelated dimensions of musicLearning to sing or sing along with nursery rhymes and action songsImprovising leading to playing classroom instrumentsShare and perform the learning that has taken placeHow this Unit is organisedListen and Respond to a different style of music each week/stepExplore and Create using voices and classroom instrumentsSinging - nursery rhymes and action songs - building to singing and playingShare and Perform**Christmas****Production** | **Charanga****Everyone!**OverviewLearn to sing nursery rhymes and action songs:Wind The Bobbin UpRock-a-bye BabyFive Little Monkeys Jumping On The BedTwinkle TwinkleIf You're Happy And You Know ItHead, Shoulders, Knees And ToesCross-curricular and topic-based focusExplore: Family; Friends; People; Music from around the worldMusical learning focusListening and responding to different styles of musicEmbedding foundations of the interrelated dimensions of musicLearning to sing or sing along with nursery rhymes and action songsImprovising leading to playing classroom instrumentsSinging and learning to play instruments within a songShare and perform the learning that has taken placeHow this Unit is organisedListen and Respond to a different style of music each week/stepExplore and Create - initially using voices only but building to using classroom instruments tooSing and play - nursery rhymes and action songs - building to singing and playingShare and Perform | **Charanga****Our World**OverviewLearn to sing nursery rhymes and action songs:Old MacdonaldIncy Wincy SpiderBaa Baa Black SheepRow, Row, Row Your BoatThe Wheels On The BusThe Hokey CokeyCross-curricular and topic-based focusExplore: Animals; Jungle; Minibeasts; Night and day; Sand and water; Seaside; Seasons; Weather; Sea; SpaceMusical learning focusListening and responding to different styles of musicEmbedding foundations of the interrelated dimensions of musicLearning to sing or sing along with nursery rhymes and action songsImprovising leading to playing classroom instrumentsSinging and learning to play instruments within a songShare and perform the learning that has taken placeHow this Unit is organisedListen and Respond to a different style of music each week/stepExplore and Create - using voices and classroom instrumentsSing and Play - nursery rhymes and action songsShare and Perform | **Charanga****Big Bear Funk**OverviewBig 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 musicEmbedding foundations of the interrelated dimensions of music using voices and instrumentsLearning to sing Big Bear Funk and revisiting other nursery rhymes and action songsPlaying instruments within the songImprovisation using voices and instrumentsRiff-based compositionShare and perform the learning that has taken placeHow this Unit is organisedListen and Appraise a different piece of Funk music each week/stepExplore and Create using voices and classroom instrumentsSing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songsShare and Perform | **Charanga****Reflect, rewind and Replay!**OverviewThis 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 performThis 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 AppraiseContinue to embed the foundations of the interrelated dimensions of music using voices and instrumentsSing and revisit nursery rhymes and action songsPlay instruments within the songImprovisation using voices and instrumentsRiff-based compositionShare and perform the learning that has taken placeHow this Unit is organisedListen and Appraise a different piece of music each week/stepExplore and Create using voices and classroom instrumentsSing and Play by revisiting a selection of nursery rhymes and action songsShare 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 1Keyboard 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**  MusicCompositionThis 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** MusicElectives**Ukulele club****Summer 2** |
| **Year 5** | Music clubs – ongoing |  **Technola** MusicPerformanceIn 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**  MusicCompositionDevelop 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** MusicElectives |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** |  **Summer 2** |
| **Year 6** | Music clubs – ongoing | Technola MusicPerformanceThis 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**  MusicCompositionThis 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**  MusicElectives |