

St Catherine's Music Overview (Charanga Scheme)

Evidence and Assessment: In all units audio/video evidence must be uploaded to Sharepoint (Folder: Musical Evidence) at the beginning, middle and end of each unit of work. Assessment questions and focus areas are included in each units overview and lesson plans. Evidence should include all taught elements (singing, playing instruments for example). Evidence of notation, appraisal of musical genres and other areas covered should be evidenced in the class floor book. Each unit should aim to provide pupils with an opportunity to perform and this final performance must be shared with parents and other pupils where possible (for example, in assemblies or inviting another class in to be an audience).

Whole Class sets of instruments: Whole class sets of drums, African percussion, percussion, keyboards and glockenspiels are available in school. This is being expanded as part of our music development plan (initially with Boom Whackers and recorders). We can also hire class sets of instruments such as ukeleles and this can be arranged through the Music Subject Leader (one terms advance notice is required for this order).

Class	Autumn	Spring	Summer
Reception (Optional units from the Original Scheme)	Me!	Our World	Big Bear Funk
Year 1 (New model music curriculum V2)	My Musical Heartbeat	Exploring Sounds	Having Fun with Improvisation
Year 2 (New model music curriculum V2)	Pulse, Rhythm, and Pitch	Inventing a Musical Story	N/A (10 week unit of First Access)
Year 3 (New model music curriculum V2)	Writing Music Down	More Musical Styles	Enjoying Improvisation
Year 4 (New model music curriculum V2)	Musical Structures	Compose with your Friends	Expression and Improvisation
Year 5 (New model music curriculum V2)	Melody and Harmony in Music	Composing and Chords	Freedom to Improvise
Year 6 (New model music curriculum V2)	Music and Technology	Creative Composition	Improvising with Confidence

EYFS

Communication and Language:

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development:

- Combine different movements with ease and fluency.

Expressive Arts and Design:

- 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.

Early Learning Goals

Expressive Arts and Design:

- Being Imaginative and Expressive
- 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.

Reception

Performances and Collective Worship:

- use their voices expressively and creatively by singing rhymes.
- listen with concentration to a range of high-quality live and recorded music.

Key areas of development:

- experiment with and make sounds.
- use their voices expressively and creatively by singing rhymes.
- listen with concentration to a range of high-quality live and recorded music.

EYFS Charanga - I unit per term from the Original Scheme (Optional for Reception only):

- **Autumn Unit: Me!** Exploring a variety of musical genres with a focus on rhythm, pulse and movement, leading from body percussion to playing untuned instruments and voices to perform
- **Spring Unit: Our World:** Moving on from exploring rhythm and pulse in well-known songs and rhymes to using tuned and untuned percussion instruments to perform, compose and improvise.
- **Summer Unit: Big Bear Funk:** listening to appraise and compare musical genres, using tuned percussion instruments to play and perform.

Key stage 1

Pupils should be taught to:

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.

Year 1	<p>Performances and Collective Worship:</p> <ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and rhymes• listen with concentration and understanding to a range of high-quality live and recorded music <p>Key areas of development:</p> <ul style="list-style-type: none">• play untuned instruments musically, experiment with, create and combine sounds.• use their voices expressively and creatively by singing songs and rhymes• listen with concentration and understanding to a range of high-quality live and recorded music <p>Charanga New Model Music Curriculum V2 – 1 unit per term:</p> <ul style="list-style-type: none">• AUTUMN TERM: My Musical Heartbeat: Appraising and comparing musical genres, finding and keeping to a steady beat, identifying melody and pitch, improvising and performing using tuned instruments.• SPRING: Exploring Sounds: Comparing and appraising musical genres, rhythmic and melodic patterns, improvisation using ostinato, instrumental and singing performance.• SUMMER: Having Fun with Improvisation: Appraising the purpose of musical content, creating through improvisation – using personal musical choices, key concepts of: fast and slow, loud and quiet, high and low and a steady beat.
Year 2	<p>Performances and Collective Worship:</p> <ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes• listen with concentration and understanding to a range of high-quality live and recorded music <p>Cornwall Music Service Teaching: Playing tuned instruments (Glockenspiel) 10 weeks: Summer Term</p> <ul style="list-style-type: none">• play tuned and untuned instruments musically• experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Charanga Music Scheme Unit:</p> <ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes• listen with concentration and understanding to a range of high-quality live and recorded music• play tuned and untuned instruments musically• experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Charanga New Model Music Curriculum V2:</p> <ul style="list-style-type: none">• AUTUMN TERM: Pulse, rhythm and pitch: Appraising and comparing musical genres, finding and keeping to a steady beat, identifying melody and pitch, improvising and performing using tuned instruments.• SPRING: Inventing a musical story: Comparing and appraising musical genres, rhythmic and melodic patterns, improvisation using ostinato, instrumental and singing performance.

- **SUMMER: First Access delivery in the Summer Term of Year 2: Glockenspiel 10 Week Unit:** read and perform using lettered notation, playing in two part harmony, learn to use a wide range of musical terminology, using scales to improvise, playing popular and familiar tunes.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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.

Year 3

Performances and Collective Worship:

- Play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory

Key Areas for Development:

- 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.

New Model Music Curriculum V2– 1 unit per term:

- **AUTUMN TERM: Writing music down:** Metre 4/4, rhythmic and melodic patterns, scale of G major, minims, crotchets and quavers, analyse and explore musical concepts and styles.
- **SPRING: Exploring Sounds:** Reading simple notation, staves, clef, a minor scale, rhythmic combinations and copying melodic patterns.
- **SUMMER: Having Fun with Improvisation:** Improvising with others, using scales in improvisation, understanding how music fits in to the global musical narrative

Year 4

Performances and Collective Worship:

- Play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory

Key Areas for Development:

- 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

	<ul style="list-style-type: none"> • 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. <p>New Model Music Curriculum V2 – 1 unit per term:</p> <ul style="list-style-type: none"> • AUTUMN TERM: Musical Structures: Rehearse and refine performance, tonal centre, C Major, notation, rhythmic combinations using C Major in creating own musical phrases. • SPRING: Compose with your friends: G Major (G, A, B), notation using treble clef, improvising and performing with increasing confidence, evaluate own compositions and performances. • SUMMER: Expression and Improvisation: A Minor (A, B, C, D, E, F, G), Clef notation, improvising rhythmic structures in response to music.
Year 5	<p>Performances and Collective Worship:</p> <ul style="list-style-type: none"> • Play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory <p>Key areas for development:</p> <ul style="list-style-type: none"> • 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. <p>Charanga New Model Music Curriculum V2 – 1 unit per term):</p> <ul style="list-style-type: none"> • AUTUMN TERM: Melody and Harmony in Music: Metre 2/4, reading simple notation, F Major scale, understanding the emotional intent of musical content. • SPRING: Composing and Chords: Metre ¾, rhythmic and melodic patterns, reading simple notation, Scale of G Major, understanding musical, cultural and historical content of musical content. <p>SUMMER: Freedom to Improvise: Scale of D Major, minims, dotted minims, crotchets, quavers, semi-quavers, sharing and evaluating own and others compositions and performances</p>
Year 6	<p>Performances and Collective Worship:</p> <ul style="list-style-type: none"> • Play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory <p>Charanga Music Scheme Unit:</p> <ul style="list-style-type: none"> • 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.

New Model Music Curriculum V2 – 1 unit per term):

- **AUTUMN TERM: Music Technology:** Recording using simple notation, creating personal musical ideas, recording musical ideas.
- **SPRING: Creative Composition:** Improvising using known scales, finding personal connection to musical pieces, identifying structure and design of musical content.
- **SUMMER: Improvising with Confidence:** Metre 6/8, reading simple notation, D Minor, dotted crotchets, triplet quavers, playing differentiated parts on tuned instruments.

Useful Resources: See Charanga website for Unit overviews, full lesson plans, progression maps and Knowledge Organisers for each unit of work. See Sharepoint for additional resources and links.