



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 |
|------------------------|--|---|---|---|--|---|
| Years 1 & 2 | Paddington at the Tower <i>Michael Bond</i> | Toby and the Great Fire of London <i>Margaret Nash & Jane Cope</i> | The Jolly Postman <i>Janet & Allan Ahlberg</i> | The Magic Faraway Tree <i>Enid Blyton</i> | The Lighthouse Keepers' Lunch <i>Ronda & David Armitage</i> | George's Marvellous Medicine <i>Roald Dahl</i> |
| | Your Imagination | Nativity Performance | Zootime | Hey You! | Hands, Feet, Heart | Round and Round |
| Years 3 & 4 | 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 |
| Years 5 & 6 | 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 |



| YEAR B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|---|--|---|---|--|
| Years 1 & 2 | 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 & 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 | |
| Years 3 & 4 | 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 |
| Years 5 & 6 | Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i> | The Spy Master: First Blood <i>Jan Burchett & 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 & 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 |
|---|---|---|--|--|--|---|
| Performance | | | | | | |
| (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 | 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 |
| Composing | | | | | | |
| | 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 | | | | | | |
| (Listening, attention and understanding) 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 | | | | | | |
| (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 | 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 |

