

EYFS**Being imaginative**

Early Learning Goal: Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others.

Pupils are given opportunities to;

- Develop ideas and interests
- Have specific foci for creative designs/purpose
- Combine and change their creation purposefully reflecting and reviewing their work
- Talk about the ideas and processes they have used in their own and others work
- Recognise the strengths of their own work and others

Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas

Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same'

Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created

Charanga: Listen & Respond (Listen & Appraise)

The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.

Autumn:
Charanga: Me, My stories

Spring:
Charanga: Everyone, Our world

Summer:
Charanga: Big Bear Funk, Reflect, Rewind and Replay

<p>Year One</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • To use their voices to speak/sing/chant • To join in with singing • To use instruments to perform • To look at their audience when they are performing • To clap short rhythmic patterns • To copy sounds <p><u>Challenge:</u> Pupils make loud and quiet sounds They know that the chorus keeps repeating</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> • To make different sounds with their voice • To make different sounds with instruments • To identify changes in sounds • To change the sound • To repeat (short rhythmic and melodic) patterns • To make a sequence of sounds • To show sounds by using pictures <p><u>Challenge:</u> Pupils can tell the difference between long and short sounds They can tell the difference between high and low sounds. They can give a reason for choosing an instrument.</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> • To respond to different moods in music • To say how a piece of music makes them feel • To say whether they like or dislike a piece of music • To choose sounds to represent different things • To recognise repeated patterns • To follow instructions about when to play or sing <p><u>Challenge:</u> Pupils are able to tell the difference between a fast and slow tempo They can tell the difference between loud and quiet sounds. They identify two types of sound happening at the same time.</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Hey You Rhythm in the way we walk (The Banana Rap)</p> <p><u>Spring</u> Charanga: In the Groove Round and Round</p> <p><u>Summer</u> Charanga: Your imagination Reflect, Rewind, Replay</p>	<p><u>Composers:</u></p> <p>Classical Period – Mozart, Haydn and Beethoven.</p> <p>Contemporary – Tony Bennett, The Beatles and Frank Sinatra</p>
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<p>Year Two</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To sing and follow the melody (tune) To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others To play simple rhythmic patterns on an instrument To sing/ clap a pulse increasing or decreasing in tempo <p><u>Challenge:</u> Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> To order sounds to create a beginning, middle and end To create music in response to <different starting points> To choose sounds which create an effect To use symbols to represent sounds To make connections between notations and musical sounds <p><u>Challenge:</u> Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To improve their own work To listen out for particular things when listening to music <p><u>Challenge:</u> Pupils recognise sounds that move by steps and by leaps</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Hands Feet Heart Ho ho ho</p> <p><u>Spring</u> Charanga: I wanna play in a band Zootime</p> <p><u>Summer</u> Charanga: Friendship song Reflect, Rewind, Replay</p>	<p>Composers: History link - Baroque period - Great fire of London e.g. Pachelbel, Vivaldi</p> <p>History link - Romantic Period - Victorians e.g. Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten</p> <p>Listen and Appraise these time periods</p>
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<p>Year Three</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To sing in tune with expression To control their voice when singing To play clear notes on instruments <p><u>Challenge:</u> Pupils work with a partner to create a piece of music using more than one instrument</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling <p><u>Challenge:</u> Pupils understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast within a piece of music</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To improve their work explaining how it has improved To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike To recognise the work of at least one famous composer <p><u>Challenge:</u> Pupils can tell whether a change is gradual or sudden They identify repetition, contrasts and variations</p>	<p><u>Topics:</u> <u>Autumn</u> Charanga: Let your spirit fly Glockenspiel (Stage 1)</p> <p><u>Spring</u> Charanga: Three little birds The dragon song</p> <p><u>Summer</u> Charanga: Bringing us together Reflect, Rewind, Replay</p>	<p>Composers: Early Music/Renaissance - Music from Compline by Anon La Quinta Estampie Real (anon 13th C.) by Anon L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) by Anon L'Hom Arme by Anon</p> <p>Contemporary – Stan Getz (Jazz), BB King (Blues), Marvin Gaye & Tammi Terrell and The Beatles (When I'm 64)</p>
<p>Year Four</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To perform a simple part rhythmically To sing songs from memory with accurate pitch To improvise using repeated patterns 	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> To use notations to record and interpret sequences of pitches To use standard notation To use notations to record compositions in a small group or on 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To explain the place of silence and say what effect it has To start to identify the character of a piece of music To describe and identify the different purposes of music To being to identify with the style of Beethoven, Mozart and Elgar. 	<p><u>Topics:</u> <u>Autumn</u> Charanga: Mamma Mia Glockenspiel (Stage 2)</p> <p><u>Spring</u> Charanga: Stop Lean on Me</p> <p><u>Summer</u> Charanga: Blackbird and</p>	<p>Composers: Early 20th Century – Britten, Vaughan Williams, Prokofiev and Basie</p> <p>Contemporary: Elvis Presley, Deep Purple, Abba and John Williams (The imperial March)</p>

	<p><u>Challenge:</u> Pupils can use selected pitches simultaneously to produce simple harmony</p>	<p>their own.</p> <ul style="list-style-type: none"> To use their own notation in a performance. <p><u>Challenge:</u> Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales They can show how they can use dynamics to provide contrast</p>	<p><u>Challenge:</u> Pupils can identify how a change in timbre can change the effect of a piece of music</p>	<p>Reflect, Rewind, Replay</p>	
<p>Year Five</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To breath in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form <p><u>Challenge:</u> Pupils use pitches simultaneously to produce harmony by building up simple chords. They devise and play a repeated</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To use a music diary to record aspects of the composition process To choose the most appropriate tempos for a piece of music <p><u>Challenge:</u> Pupils understand the relation between pulse and syncopated patterns They can identify (and use how patterns of patterns of repetitions,</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful To suggest improvements to their own or others' work To choose the most appropriate tempo for a piece of music To contrast the work of famous composers and show preferences <p><u>Challenge:</u> Pupils can explain how tempo changes the character of music They identify where a gradual change in</p>	<p><u>Topics:</u> <u>Autumn</u> Charanga: Livin' on a prayer Classroom Jazz 1</p> <p><u>Spring</u> Charanga: Make you feel my love Fresh Prince of Bel Air</p> <p><u>Summer</u> Charanga: Dancin' in the street, Reflect, Rewing and Replay</p>	<p>Composers: History link - Early Music - Ango-Saxons - pre 1066 e.g. Leonin, De La Halle</p> <p>Contemporary: Ziggy Marley and the Melody Makers, Michael Buble, ACM Gospel Choir and Run DMC</p>

	<p>sequence of pitches on a tuned instrument to accompany a song.</p>	<p>contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</p>	<p>dynamics has helped to shape a phrase of music</p>		
<p>Year Six</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To sing a harmony part confidently and accurately To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support <p><u>Challenge:</u> Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats <p><u>Challenge:</u> Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. <p><u>Challenge:</u> Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>	<p><u>Topics:</u></p> <p><u>Autumn:</u> Charanga: I'll be there Classroom Jazz 2</p> <p><u>Spring:</u> Charanga: Britten – A New Year Carol, Happy</p> <p><u>Summer:</u> Charanga: You've got a Friend, Reflect, Rewind Replay</p>	<p><u>Composers:</u> History Link: Baroque period (tudors) Lully, Purcell, Bach and Handel</p> <p><u>Composers:</u> History Link: Mid 20th Century Europe – Copland, Duke Ellington, Malcolm Arnold, Chuck Berry and Lionel Bart</p>

Learning progression

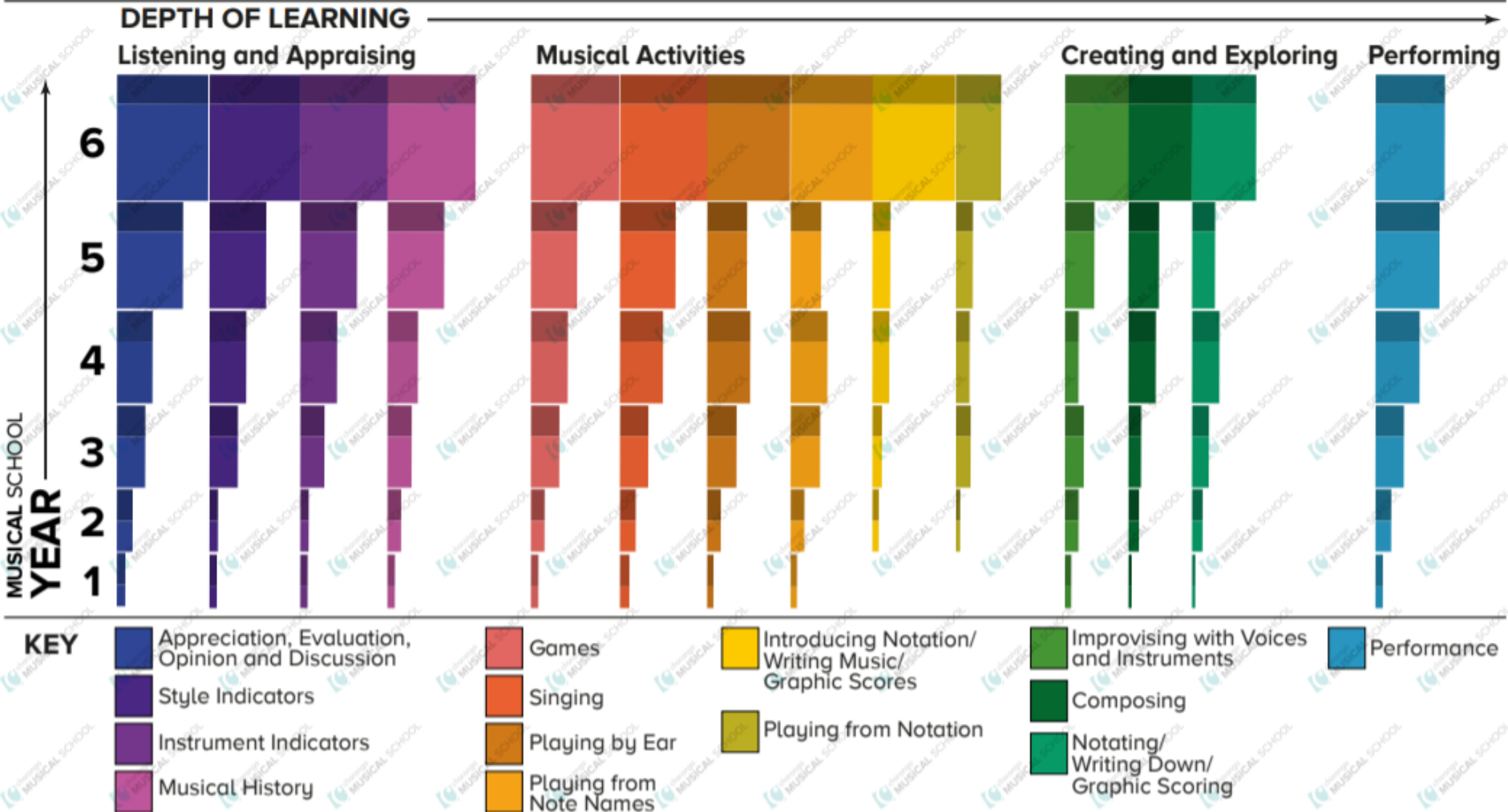
Depth of learning through Charanga Musical School

National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"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."



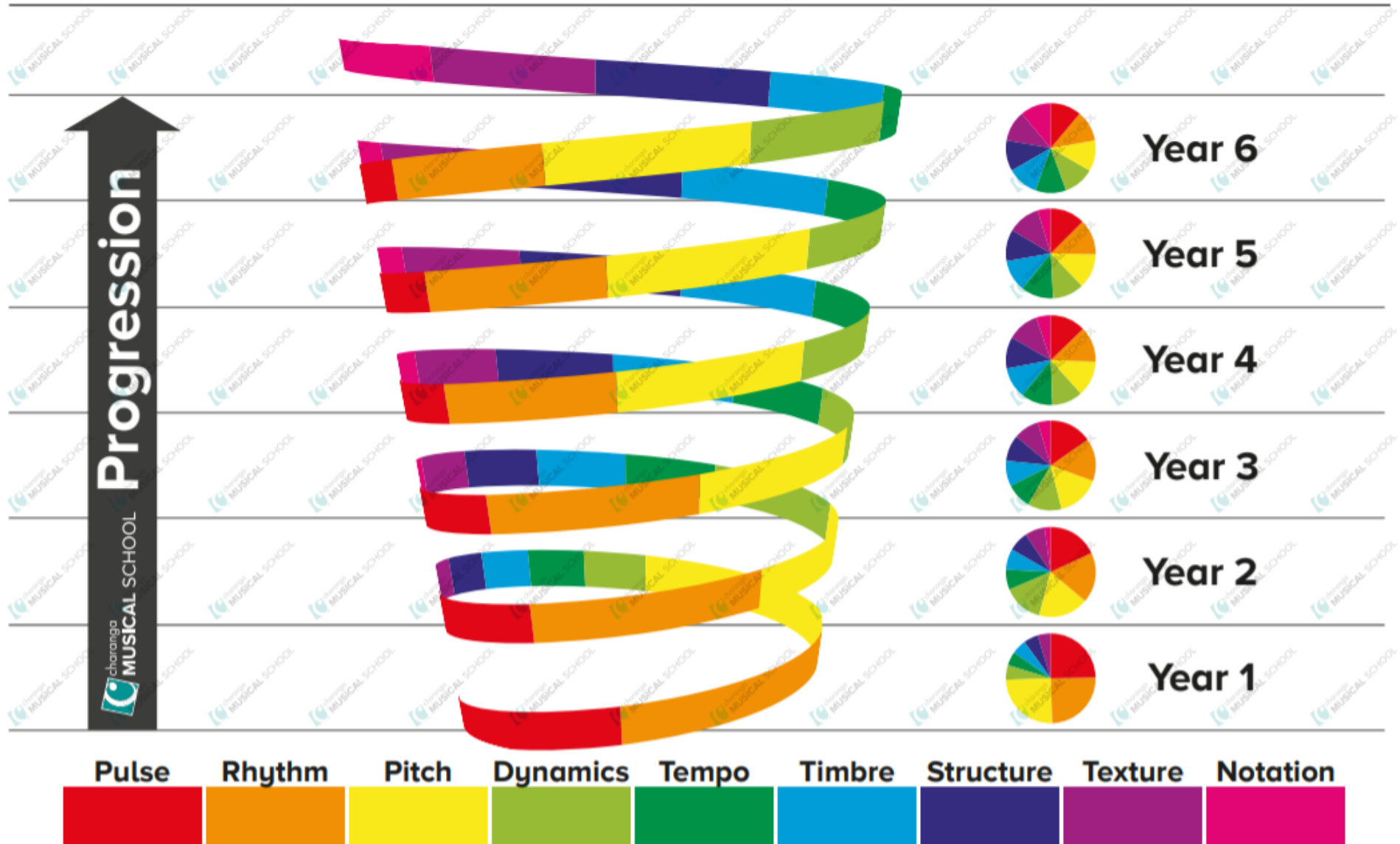
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Listening and appraising

Charanga Musical School listening material

National Curriculum 2014:

“...listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians”

