



Whole School Music Curriculum

TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY	FUN and EXCITEMENT
YEAR 3						
SONG TITLE	Let your spirit fly	Christmas songs	Three Little Birds	The Dragon Song	Bring Us Together	Charanga Review Class choice of songs covered
INSTRUMENT	Glockenspiel	Glockenspiel stage 1	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel
LESSONS	Charanga lessons 1, 2, 3	Charanga lessons 1, 2, 3, 4	Charanga lessons 1, 4, 6	Charanga lessons 2, 3, 6	Charanga lessons 1, 4, 5	Charanga lessons 1, 2, 3, 4
SKILLS	<p>Listen and Appraise: To confidently identify and move to the pulse. To differentiate between pulse and rhythm.</p> <p>Singing: To sing in unison</p> <ul style="list-style-type: none"> To demonstrate a good singing posture. <p>Playing instruments: To treat instruments carefully and with respect.</p>	<p>Listen and Appraise: To know how pulse, rhythm and pitch work together to create a song.</p> <p>Singing: To sing with awareness of being 'in tune'</p> <p>Playing instruments: To listen to and follow musical instructions from a leader</p> <p>Improvisation: to make up their own tunes on the spot without writing them down</p>	<p>Listen and Appraise: To know that every piece of music has a pulse/steady beat</p> <p>Singing: To enjoy exploring singing solo</p> <p>Playing instruments: To rehearse and perform a song</p> <p>Improvisation: To use the given notes when improvising</p> <p>Composition: To create at least one simple melody using one note</p> <p>Performance: To choose what to perform and create a programme</p>	<p>Listen and Appraise: To take it in turn to discuss how the song makes them feel.</p> <p>Singing: To have an awareness of the pulse internally when singing</p> <p>Playing instruments: Play any one part of a song on an instrument</p> <p>Improvisation: To use one or two notes confidently to improvise rather five notes</p> <p>Composition & Performance: Plan and create a section of music that can be performed within the context of the unit song</p>	<p>Listen and Appraise: To take it in turns to discuss how the song makes them feel</p> <p>Singing: To sing with awareness of being 'in tune' and in unison</p> <p>Playing instruments: Play simple part of song from memory or using notation</p> <p>Composition: Listen to and reflect on composition. Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Performance: to communicate the meaning of the words</p>	<p>Listen and Appraise: To know how pulse, rhythm and pitch work together to create a song.</p> <p>Singing: To have an awareness of the pulse internally when singing.</p> <p>Playing instruments: Play simple part of song from memory and using notation</p> <p>Improvisation: to use the given notes when improvising</p> <p>Composition: Make a simple recording</p> <p>Performance: To make a simple evaluation of performance</p>

YEAR 4						
SONG TITLE	Mama Mia	Christmas songs	Stop	Lean on Me	Blackbird	Charanga Review Class choice of songs covered
INSTRUMENT	Glockenspiel	Glockenspiel stage 2	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel
LESSONS	Charanga lessons 3, 5, 6	Charanga lessons 1, 2, 4	Charanga lessons 3, 5, 6	Charanga lessons 1, 4, 6	Charanga lessons 2, 4, 5	Charanga lessons 1, 2, 3, 4
SKILLS	Listen and Appraise: To talk about the musical dimensions working together in a song e.g. if the song gets louder in the chorus (dynamics) Singing: To sing with awareness of being 'in tune' Playing instruments: Play any one, or all four, differentiated parts on an- instrument	Listen and Appraise: To use musical words Singing: To re-join the song if lost. Playing instruments: To rehearse and perform their part within the context of the song	Listen and Appraise: To identify pitch: high and low sounds that create melodies Singing: To listen to the group when singing Playing instruments: To listen to and follow musical instructions from a leader Improvisation: to use the given notes when improvising Composition: to create at least one simple melody using one note	Listen and Appraise: To keep the internal pulse Singing: To enjoy exploring singing solo Playing instruments: To listen to and follow musical instructions from a leader Improvisation: To use one or two notes confidently to improvise rather five notes Composition: to create at least one simple melody using three different notes Performance: to communicate the meaning of the words and clearly articulate them.	Listen and Appraise: Listen carefully and respectfully to other people's thoughts about the music Singing: To re-join the song if lost. Playing instruments: To experience leading the playing Improvisation: To use some of the riffs heard in the Challenges when improvising Composition: to create at least one simple melody using five different notes Performance: to talk about the best venue to be at when performing and how to stand or sit	Listen and Appraise: To create musical ideas for the group to copy or respond to (Musical Leadership) Singing: o sing in unison and in simple two-parts Playing instruments: To experience leading the playing Improvisation: To use some of the riffs heard in the Challenges when improvising Composition: Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) Performance: To record the performance and say how they were feeling, what they were pleased with what they would change and explain why

YEAR 5						
SONG TITLE	Living on a Prayer	Christmas songs & Mixture of Classroom Jazz	To Make You Feel My Love	The Fresh Prince of Bellaire	Dancing in the street	Charanga Review Class choice of songs covered
INSTRUMENT	Recorder	Glockenspiel (Jingle Bells)	Recorder	Recorder	Recorder	Recorder
LESSONS	Charanga lessons- Recorder Steps 1&2; 3&4; 5&6	Charanga lessons 2, 5, 6	Charanga lessons 2, 4, 6	Charanga lessons 1, 3, 5	Charanga lessons 2, 3, 4	Charanga lessons 1, 2, 3, 4
SKILLS	<p>Listen and Appraise: To think about the message of songs</p> <p>Singing: to listen to the group when singing.</p> <p>Playing instruments: Play a musical instrument with the correct technique within the context of the song</p> <p>Improvisation: To use some of the riffs heard in the Challenges when improvising</p> <p>Composition: Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p> <p>Performance: To talk about the venue and how to use it to maximum effect.</p>	<p>Listen and Appraise: Listen carefully and respectfully to other people's thoughts about the music</p> <p>Singing: to sing in unison and to sing backing vocals</p> <p>Playing instruments: To rehearse and perform their part within the context of the Unit song</p> <p>Improvisation: To use the given notes when improvising</p> <p>Composition: to listen and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Performance: To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>	<p>Listen and Appraise: Talk about the music and how it makes you feel.</p> <p>Singing: be aware of how you fit into the group when singing</p> <p>Playing instruments: To listen to and follow musical instructions from a leader.</p> <p>Improvisation: To use some of the riffs heard in the Challenges when improvising</p> <p>Composition: Explain the keynote or home note and the structure of the melody</p> <p>Performance: To record the performance and compare it to a previous performance.</p>	<p>Listen and Appraise: to talk about the musical dimensions working together in the songs.</p> <p>Singing: To experience rapping and solo singing</p> <p>Playing instruments: To rehearse and perform their part within the context of the Unit song</p>	<p>Listen and Appraise: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>Singing: be aware of how you fit into the group when singing</p> <p>Playing instruments: To lead a rehearsal session</p>	<p>Listen and Appraise: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>Singing: to sing in unison and to sing backing vocals</p> <p>Playing instruments: To lead a rehearsal session</p> <p>Improvisation: To know three well-known improvising musicians</p> <p>Composition: Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Performance: To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>

YEAR 6						
SONG TITLE	Happy	Christmas Songs Classroom Jazz	A New Year Carol	You got a Friend	Music & Me	Charanga Review Class choice of songs covered
INSTRUMENT	Glockenspiel	Glockenspiel	Ukulele	Ukulele		
LESSONS	Charanga lessons 1, 3, 6	Charanga lessons 1, 2, 3	Charanga lessons-Ukulele steps 1&2; 3&4; 5&6	Ukulele steps 7 & 8 Charanga lessons 3, 5	Charanga lessons 1, 4, 6	Charanga lessons 1, 2, 3, 4
SKILLS	<p>Listen and Appraise: To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Singing: To listen to each other and be aware of how you fit into the group.</p> <p>Playing instruments: Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>Improvisation: To use some of the riffs heard in the Challenges when improvising</p> <p>Composition: To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Performance: Present a musical performance designed to capture the audience.</p>	<p>Listen and Appraise: Listen carefully and respectfully to other people's thoughts about the music</p> <p>Singing: To follow a leader when singing.</p> <p>Playing instruments: To lead a rehearsal session</p>	<p>Listen and Appraise: To talk about the musical dimensions working together in the Unit songs.</p> <p>Singing: to sing in unison and to sing backing vocals.</p> <p>Playing instruments: To be able to talk about different ways of writing music down – e.g. staff notation, symbols</p> <p>Improvisation: To use some of the riffs heard in the Challenges when improvising</p> <p>Composition: Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Performance: To record the performance and compare it to a previous performance.</p>	<p>Listen and Appraise: use musical language to describe how the music makes you feel and give the message of the song</p> <p>Singing: To choose a song and be able to talk about its main features and explain the meaning of the lyrics</p> <p>Playing instruments: To be able to talk about different ways of writing music down – e.g. staff notation, symbols</p> <p>Improvisation: To use some of the riffs heard in the Challenges when improvising</p> <p>Composition: Explain the keynote or home note and the structure of the melody</p> <p>Performance: To record the performance and compare it to a previous performance.</p>	<p>Listen and Appraise: To identify musical dimensions (texture, dynamics, tempo, rhythm, pitch and timbre) in songs and where they are used</p> <p>Singing: To listen to each other and be aware of how you fit into the group.</p> <p>Improvisation: To use some of the riffs heard in the Challenges when improvising</p> <p>Composition: Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial/ notation)</p> <p>Performance: To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>	<p>Listen and Appraise: To know the historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Singing: To choose a song and be able to talk about its main features and explain the meaning of the lyrics</p> <p>Improvisation: To know three well-known improvising musicians</p> <p>Composition: To talk about the connection between sound and symbol: notation</p> <p>Performance: To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>