



# The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me" Philippians 4:13



## Learning Focus - Music Curriculum Document

**\*Please Note\*** The Charanga musical scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

INTENT	Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Through topics and continuous provision Nursery children will: <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas. *Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>					
<b>Reception</b>	<b>Charanga – Me!</b> Children should be: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments. Share and	<b>Charanga – My Stories</b> Children should be: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom	<b>Charanga – Everyone</b> Children should be: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments	<b>Charanga – Our World</b> Children should be: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to	<b>Charanga – Big Bear Funk</b> Children should be: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other	<b>Charanga – Reflect, Rewind and Replay</b> This 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

	perform the learning that has taken place.	instruments. Share and perform the learning that has taken place	Singing and learning to play instruments within a song Share and perform the learning that has taken place	playing classroom instruments. Singing and learning to play instruments within a song. Share and perform the learning that has taken place	nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	of the Language of Music.
<b>Year 1</b>	<b>Charanga – Hey you!</b> Children should: Know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.	<b>Charanga – Rhythm in the way we walk and the banana rap</b> Children should: Know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.	<b>Charanga – In the Groove</b> Know about lots of styles of music and can sing/rap five songs off by heart. Find the pulse of all the songs learnt and be an animal or march when finding the pulse of the music. Children can copy rhythms when playing Warm-up Games and can clap the rhythm of their name and favourite colour when playing Warm-up Games. Chn can play the glockenspiel along to all the songs learnt this year.	<b>Charanga – Round &amp; Round</b> Know about lots of styles of music and can sing/rap five songs off by heart. Find the pulse of all the songs learnt and be an animal or march when finding the pulse of the music. Children can copy rhythms when playing Warm-up Games and can clap the rhythm of their name and favourite colour when playing Warm-up Games. Chn can play the glockenspiel along to all the songs learnt this year.	<b>Charanga – Your imagination</b> Children should: Sing 5 rap songs by heart and find the pulse. Be familiar with lots of styles of music. Know that the pulse is the heartbeat of the music. Copy rhythms when playing Warm-up Games. Clap the rhythm of their name and favourite colour when playing Warm-up Games. Play the glockenspiel and compose and melody to all the songs that have been taught this year. Reflect on their performance.	<b>Charanga – Reflect, Rewind and Replay</b> Children should: Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Play instruments within the song. Use voices and instruments. Share and perform the learning that has taken place
<b>Year 2</b>	<b>Ukulele – Mix it Up!</b> This develops the children’s knowledge of and ability to identify different sounds; to	<b>Ukulele – Duration Journey</b> This unit develops the children’s ability to discriminate between	<b>Ukulele – Keeping it steady</b> This unit expands the children’s	<b>Ukulele – Soaring high</b> This unit develops the children’s	<b>Ukulele – Now it’s your turn</b> This unit builds on the children’s ability	<b>Ukulele – Weather soundscapes</b> This unit reconciles and builds

	<p>use and modify sounds expressively in response to stimuli. The children make sounds with their voices, bodies, found objects and instruments, exploring how they changed, combined, and sequenced in response to a given stimulus.</p>	<p>the different lengths of sounds, and to use them to create sequences. The unit children experiment creating vocal and instrumental sounds of different lengths. They play with greater control and sensitivity, paying attention to dynamics, tempo, and pitch. They organise and perform their sounds to a steady pulse and record their sound sequences using pictures and symbols.</p>	<p>ability to understand the relationship between pulse and rhythm and to perform with a sense of pulse. The children use rhythmic notation to record and organise their inventions in to longer, structured compositions.</p>	<p>ability to recognise and control sounds of different pitch. During this unit they refine the control of their voice and pitched instruments to be able to alter pitch by step, leap, or to maintain a constant pitch. They perform and create pieces using letter notation on instruments</p>	<p>to understand and create the different ways sounds are made and changed. They create music using different contrasting instruments and sounds, notating their work using their own symbols and signs.</p>	<p>upon the children's knowledge of how sounds can be used expressively to create music in response to a stimulus. They draw upon their knowledge and experience of the elements of music to create a soundscape inspired by aspects of the weather and climate change notating these in a graphic score.</p>
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