



## Long Term Curriculum Overview 2020-21 Subject: Music

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

**We use the Charanga Music Scheme from FS2 through to Year 6 to teach Music throughout the school. The scheme is complemented by the children listening and playing to a wider range of musical genres.**

*We are currently using the Charanga adapted scheme due to COVID 19 restrictions.*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>FS2</b>	<p><b>Me!</b></p> <p>Learn to sing nursery rhymes and action songs: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man, Five Little Ducks, Name Song, Things For Fingers</p> <p><b>Listening and responding</b> to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p><b>Improvising</b> leading to playing</p>	<p><b>My stories!</b></p> <p>Learn to sing nursery rhymes and action songs: I'm A Little Teapot, The Grand Old Duke Of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song</p> <p><b>Listening and responding</b> to different styles of music</p> <p>Embedding foundations of the interrelated</p>	<p><b>Everyone</b></p> <p>Learn to sing nursery rhymes and action songs: Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees and Toes</p>	<p><b>Our world</b></p> <p>Learn to sing nursery rhymes and action songs: Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus The Hokey Cokey</p> <p><b>Listening and responding</b> to different styles of</p>	<p><b>Big bear Funk</b></p> <p><b>Listening and appraising</b> Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes</p>	<p><b>Reflect, rewind and replay</b></p> <p><b>Listen and Appraise</b></p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p><b>Sing</b> and revisit nursery rhymes and action songs</p> <p><b>Play instruments</b></p>

	<p>classroom instruments □</p> <p><b>Share and perform</b> the learning that has taken place □</p> <p>—</p>	<p>dimensions of music</p> <p><b>Improvising</b> leading to playing □ classroom instruments</p> <p><b>Share and perform</b> the learning that has taken place</p> <p>_____</p>	<p><b>Listening and responding</b> to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p><b>Improvising</b> leading to playing classroom instruments</p> <p><b>Singing</b> and learning to play instruments within a song</p> <p><b>Share and perform</b> the learning that has taken place.</p>	<p>music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p><b>Improvising</b> leading to playing classroom instruments</p> <p><b>Singing</b> and learning to play instruments within a song</p> <p><b>Share and perform</b> the learning that has taken place</p> <p>_____</p>	<p>and action songs</p> <p><b>Playing instruments</b> within the song</p> <p><b>Improvisation</b> using voices and instruments</p> <p>Riff-based <b>composition</b></p> <p><b>Share and perform</b> the learning that has taken place</p>	<p>within the song</p> <p><b>Improvisation</b> using voices and instruments</p> <p>Riff-based <b>composition</b></p> <p><b>Share and perform</b> the learning that has taken place</p>
<p><b>Year 1</b></p>	<p><b>Hey you</b></p> <p>How pulse, rhythm and pitch work together.</p> <p><b>Listen and appraise:</b> begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of</p>	<p><b>Rhythm In The Way We Walk and Banana Rap</b></p> <p>How pulse, rhythm and pitch work together. Singing and rapping.</p> <p><b>Listen &amp; Appraise</b></p>	<p><b>In The Groove</b></p> <p>Playing/singing in different styles and learning about those styles.</p> <p><b>Listen &amp; Appraise</b> (descriptions for</p>	<p><b>Round and Round</b></p> <p>Latin and mixed styles</p> <p><b>Listen &amp; Appraise</b> (descriptions for all strands as in</p>	<p><b>Your Imagination</b></p> <p>Create your own lyrics. Mixed styles and listening to songs/music about using your imagination.</p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical music. The</p>

	<p>music.</p> <p><b>Musical Activities – Games:</b> begin to internalise, understand, feel, know how the dimensions of music work together.</p> <p><b>Focus on Warm-up Games:</b> Pulse, rhythm, pitch, tempo, dynamics.</p> <p><b>Singing:</b> start to sing, learn about singing and vocal health. Begin to learn <sup>[SEP]</sup>about working in a group/band/ensemble. <sup>[SEP]</sup></p> <p><b>Playing:</b> start to play a classroom instrument in a group/band/ensemble. <sup>[SEP]</sup></p> <p><b>Improvisation:</b> begin to explore and create your own <sup>[SEP]</sup>responses, melodies and rhythms.</p> <p><b>Composition:</b> begin to create your own responses, <sup>[SEP]</sup>melodies and rhythms and record them in some way. <sup>[SEP]</sup></p> <p><b>Perform/Share:</b> begin to work together in a group/band/ensemble and perform to each other and an audience.</p>	<p>(descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b></p> <p>Games &amp; Singing</p> <p><b>Perform/Share</b></p>	<p>all strands as in previous term)</p> <p><b>Musical Activities:</b></p> <p>Games<sup>[SEP]</sup>, Singing, Playing<sup>[SEP]</sup></p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p>previous term)</p> <p><b>Musical Activities:</b></p> <p>Games<sup>[SEP]</sup>, Singing, Playing<sup>[SEP]</sup></p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p> <p><sup>[SEP]</sup></p>	<p><b>Listen &amp; Appraise</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> Games<sup>[SEP]</sup>, Singing, Playing<sup>[SEP]</sup></p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p>language of music.</p> <p><b>Listen &amp; Appraise</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> Games<sup>[SEP]</sup>, Singing, Playing<sup>[SEP]</sup></p> <p><b>Improvisation, Composition</b></p>
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	Discuss /respect/improve your work together.					
Year 2	<p><b>Hands, Feet, Heart</b></p> <p>Music from South Africa, Freedom songs.</p> <p><b>Listen &amp; Appraise:</b> begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities – Games:</b> continue to internalise, understand, feel, know how the dimensions of music work together.</p> <p><b>Focus on Warm-up games.</b> Pulse, rhythm, pitch, tempo, dynamics. [SEP]</p> <p><b>Singing:</b> continue to sing, learn about [SEP] singing and vocal health. Continue to learn about working in a group/band/ensemble. [SEP]</p> <p><b>Playing:</b> Continue to play a classroom instrument in a</p>	<p><b>Ho, Ho, Ho</b></p> <p>Winter time, festivals and Christmas time.</p> <p>Creating a performance using music and dance.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p>	<p><b>I Wanna Play In A Band</b></p> <p>Rock music and movement.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Zootime</b></p> <p>Song structure</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation, Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Friendship Song</b></p> <p>Mixed styles</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing, improvisation, composition</p> <p><b>Perform/Share</b></p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music. The language of music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>

	<p>group/band/ensemble. <sup>[SEP]</sup></p> <p><b>Improvisation:</b> option after Step 3 - continue to explore and create your own responses, <sup>[SEP]</sup>melodies and rhythms. <sup>[SEP]</sup></p> <p><b>Composition:</b> continue to create your own responses, melodies and <sup>[SEP]</sup>rhythms and record them in some way. <sup>[SEP]</sup></p> <p><b>Perform/Share:</b> Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Discuss/respect/improve your work together. <sup>[SEP]</sup></p>					
Year 3	<p><b>Let Your Spirit Fly</b></p> <p>Rhythm and Blues: Singing in two parts.</p> <p><b>Listen &amp; Appraise:</b> - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p><b>Musical Activities – Games:</b> continue to internalise, understand, feel, know how the dimensions of music work</p>	<p><b>Glockenspiel Stage 1</b></p> <p>Playing the glockenspiel. The language of music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Perform/Share</b></p>	<p><b>Three Little Birds</b></p> <p>Reggae and Bob Marley.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p>	<p><b>Dragon Song</b></p> <p>Singing in two parts. Music from around the world.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p>	<p><b>Bringing Us Together</b></p> <p>Disco music</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation,</b></p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music. The language of music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p>

	<p>together.</p> <p><b>Focus on Warm-up Games.</b> Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. [SEP]</p> <p><b>Singing:</b> continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. [SEP]</p> <p><b>Playing:</b> Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. [SEP]</p> <p><b>Improvisation:</b> continue to explore and create your own responses, melodies and rhythms. [SEP]</p> <p><b>Composition:</b> continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.</p> <p><b>Perform/Share:</b> Continue to work together in a group/band/ensemble and perform to each other and an audience.</p>		<p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p> <hr/>
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	Discuss/respect/improve your work together. <sup>[SEP]</sup>					
Year 4	<p><b>Mamma Mia</b></p> <p>Abba's music <sup>[SEP]</sup></p> <p><b>Listen &amp; Appraise:</b> begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. <sup>[SEP]</sup></p> <p><b>Musical Activities:</b> Games - continue to internalise, understand, feel, know how the dimensions of music work together.</p> <p><b>Focus on Warm-up Games.</b> Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. <sup>[SEP]</sup></p> <p><b>Singing:</b> continue to sing, learn about <sup>[SEP]</sup>singing and vocal health. Continue to learn about working in a group/band/ensemble. <sup>[SEP]</sup></p> <p><b>Playing:</b> Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound</p>	<p><b>Glockenspiel stage 2</b></p> <p>Playing the glockenspiel. The language of music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Perform/Share</b></p>	<p><b>Stop!</b></p> <p>Grime, Writing lyrics.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Lean On Me</b></p> <p>Gospel/links to Religious music:</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Blackbird</b> <sup>[SEP]</sup></p> <p>The Beatles and the development of pop music. The Civil Rights Movement.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing, <b>Improvisation</b></p> <p><b>Composition</b></p> <p><b>Perform/Share</b></p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music. The language of music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as in previous term)</p> <p><b>Musical Activities:</b> games, singing, playing</p> <p><b>Improvisation, Composition</b></p> <p><b>Perform/Share</b></p>

	<p>and symbol. <small>[SEP]</small></p> <p><b>Improvisation:</b> continue to explore and create your own responses melodies and rhythms. <small>[SEP]</small></p> <p><b>Composition:</b> continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. <small>[SEP]</small></p> <p><b>Perform/Share:</b> Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Discuss/respect/improve your work together. <small>[SEP]</small></p>					
<p>Year 5</p>	<p><b>Livin' on a prayer</b></p> <p>Rock anthems.</p> <p>In greater depth and with increasing confidence. <small>[SEP]</small> <b>Listen &amp; Appraise:</b> recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. <small>[SEP]</small></p> <p><b>Musical Activities:</b> Games - internalise, understand, feel,</p>	<p><b>Classroom Jazz 1</b></p> <p>Jazz and improvisation.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous term)</p> <p><b>Musical Activities:</b> <b>Playing</b> <small>[SEP]</small></p> <p><b>Improvisation</b></p>	<p><b>Make You Feel My Love</b></p> <p>Pop ballads.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous term)</p> <p><b>Musical Activities:</b> <b>Playing</b> <small>[SEP]</small></p>	<p><b>The Fresh Prince Of Bel - Air</b></p> <p>Old School Hip Hop.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous term)</p> <p><b>Musical Activities:</b></p>	<p><b>Dancing In The Street</b></p> <p>Motown.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous term)</p> <p><b>Musical Activities:</b> <b>Playing</b> <small>[SEP]</small></p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music. The language of music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all</p>



	<p>know how the dimensions of music work together.</p> <p><b>Focus on Warm-up Games</b> (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. [SEP]</p> <p><b>Singing:</b> sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. [SEP]</p> <p><b>Playing:</b> play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. [SEP]</p> <p><b>Improvisation:</b> explore and create your own responses, melodies and rhythms. [SEP]</p> <p><b>Composition:</b> create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</p> <p>[SEP]<b>Perform/Share:</b> work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your</p>	<p><b>Perform/Share</b></p> <hr/>	<p><b>Singing</b> <b>Improvisation</b> <b>Composition</b> <b>Perform/Share</b></p> <hr/>	<p><b>Playing</b> [SEP] <b>Singing</b> <b>Improvisation</b> <b>Composition</b> <b>Perform/Share</b></p> <hr/>	<p><b>Singing</b> <b>Improvisation</b> <b>Composition</b> <b>Perform/Share</b></p> <hr/>	<p>strands as previous term)</p> <p><b>Musical Activities:</b> <b>Playing</b> [SEP] <b>Singing</b> <b>Improvisation</b> <b>Composition</b> <b>Perform/Share</b></p> <hr/>
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	work together. <sup>[L]</sup> <sub>[SEP]</sub>					
Year 6	<p><b>I'll be there</b></p> <p>Michael Jackson's music and his influence on Pop music.</p> <p>In greater depth and with confidence <sup>[L]</sup><sub>[SEP]</sub> <b>Listen &amp; Appraise:</b> recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music</p> <p><sup>[L]</sup><sub>[SEP]</sub> <b>Musical Activities:</b> Games - internalise, understand, feel, know how the dimensions of music work together.</p> <p><b>Focus on Warm-up Games.</b> Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Singing:</b> sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Playing:</b> play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Improvisation:</b> create your own</p>	<p><b>Classroom jazz 2</b></p> <p>Jazz and improvisation.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous term)</p> <p><b>Musical Activities:</b>  <b>Improvisation</b>  <b>Composition</b>  <b>Perform/Share</b></p>	<p><b>A New year carol</b></p> <p>Benjamin Britten's music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous terms)</p> <p><b>Musical Activities:</b> Games <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Singing</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Perform/Share</b></p>	<p><b>Happy</b></p> <p>Music that makes you happy!</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous terms)</p> <p><b>Musical Activities:</b> Games <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Singing</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Playing</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Improvisation:</b> option after <b>Perform/Share</b></p>	<p><b>You've Got A Friend</b></p> <p>Carole King's music - her life as a composer. Friendship:</p> <p><b>Listen &amp; Appraise:</b> (descriptions for all strands as previous terms)</p> <p><b>Musical Activities:</b> Games</p> <p><b>Singing</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Playing</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Improvisation</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Composition</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Perform/Share</b> <sup>[L]</sup><sub>[SEP]</sub></p>	<p><b>Reflect, Rewind and Replay</b></p> <p>Revision and deciding what to perform.</p> <p>Listen to Western Classical Music. The language of music.</p> <p><b>Listen &amp; Appraise:</b> (descriptions as above)</p> <p><b>Musical Activities:</b> Games <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Singing</b> <sup>[L]</sup><sub>[SEP]</sub> <b>Playing</b> <sup>[L]</sup><sub>[SEP]</sub></p> <p><b>Improvisation</b>  <b>Composition</b>  <b>Perform/Share</b></p>

	<p>responses, melodies and rhythms. [SEP]</p> <p><b>Composition:</b> create your own responses, melodies and rhythms and [SEP] record them in some way. Explore the link between sound and symbol. [SEP]</p> <p><b>Perform/Share:</b> Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Discuss/respect/improve your work together. [SEP]</p>					
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