



Music overview 2020-21

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS (Expressive arts) | <p>Nursery – see attached separate overview</p> <p>Reception: Charanga unit: Me Learning to sing or sing along with nursery rhymes and action songs Move to music Improvising leading to playing classroom instruments. Share their music and perform</p> | <p><i>Christmas concert preparation</i></p> <p>Charanga: My stories Learning to sing or sing along with nursery rhymes and action songs</p> <p>Learn Christmas play songs, by hearts with percussion instruments.</p> | <p>Charanga: Everyone Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments. Share their music and perform</p> | <p>Charanga: Our world Listening and responding to different styles of music</p> | <p>Charanga: Big Bear Funk Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Improvisation using voices and instruments</p> | <p>Charanga: Reflect, rewind, replay Revisit chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the 'Language of Music'.</p> |
| Year 1 | <p>Hey You! Rap unit of work – Charanga Style: Old school hip-hop. How pulse, rhythm and pitch work together.</p> | <p>Christmas production: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Composer link/ cross-curricular link with History topic -Baroque period - Great fire of London e.g. Vivaldi. Singing in a round e.g. London's Burning.</p> | <p>Rhythm in the way we walk – Charanga Style: Reggae: Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>Cross curricular: Learn the names of some instruments and identify which family they belong to: • Woodwind • Brass • Percussion • Strings</p> | | <p>'Your imagination' - Charanga Style: Pop Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> | <p>Charanga: Reflect, rewind, replay Look at the history of music, look back and consolidate learning, learn some of the language of music.</p> |



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| Year 2 | <p>Charanga – ‘Friendship ‘song Style: Pop Learn about the interrelated dimensions of music (pitch, rhythm, pulse) through games and singing.</p> | <p>Christmas production: Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> | <p>Charanga – ‘Zootime’ Style: Reggae (Animal themed unit) Pulse, rhythm and pitch with singing and play untuned and tuned percussion.</p> | | <p>Charanga – African Music and ‘Hands, Feet, Heart’ Style: Afro-pop, South African music Cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles</p> | |
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| Year 3 | <p>Charanga - Glockenspiel Stage 1 Exploring & developing playing skills. Play a musical instrument with increasing accuracy, fluency, control and expression. Improve and compose music using the interrelated dimensions of music</p> | <p>Christmas production: Sing and perform in solo and ensemble contexts using their voices.</p> | <p>Three little birds – Charanga Style: Reggae (Also listen to Jamming’ by Bob Marley) Sing, Play and Copy Back Listen and copy back using instruments and one note: C</p> | | <p>‘Bringing us together’ Charanga Style: Disco (A unit about friendship, hope and unity). Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes A</p> | |
| Year 4 | <p>Charanga - Glockenspiel 2 Mixed styles Exploring and developing playing skills using the glockenspiel.</p> | <p>Christmas production: Sing, Play and perform in solo and ensemble contexts</p> | <p>Mamma Mia - Charanga Style: Pop -Abba music Musical Leadership: creating musical ideas for</p> | | | <p>Charanga ‘Stop!’ Style: Grime A rap about bullying. The children will learn about the interrelated dimensions of music</p> |



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| | Play a musical instrument with increasing accuracy, fluency, control and expression | | the group to copy or respond to. | | | through games, singing and composing. Writing lyrics linked to a theme. |
| Year 5 | | <p>Charanga – Classroom Jazz 1 Style: Bass nova</p> <p>Jazz & improvisation. Play a musical instrument with increasing accuracy, fluency, control and expression .</p> | | <p>Charanga – Fresh Prince of Bel Air Old School Hip Hop track by Will Smith. Listen to and appraise other hip hop songs. Learn to sing/ play the song. Compose within the song and perform.</p> | | <p>Charanga – Livin’ on a prayer Style: Rock</p> <p>To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble staff ● The instruments they might play or be played in a band or orchestra</p> |
| Year 6 | | <p>Britten-Charanga Style: Classical or Urban Gospel Understanding of the history of music, including Britten. Listening and appraising ‘A New Year Carol’ by Britten and comparing to popular music today.</p> | <p>Jazz 2 – Charanga Style: Bacharach & Blues</p> <p>Jazz, improvisation and composition Improvise and compose music using the interrelated dimensions of music.</p> | | <p>‘You’ve got a friend’ Charanga Style: 70s Ballad/Pop The music of Carole King Play and improvise; To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music</p> | <p>End of year performance</p> |