Werneth Primary School Curriculum Synopsis for Music

<table>
<tr><td></td><td colspan="6">Werneth Primary School staff follow the Charanga Musical School scheme of work, which sets out the six units to be taught in each year group. The Charanga scheme of work is a spiral curriculum- meaning that children have opportunities to repeatedly develop their musical knowledge, vocabulary and skills during each year group, across a Key Stage and during the child's time at Werneth Primary School. This approach provides our children with knowledge and skills to equip children to achieve the end of Key Stage expectations. This half termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs. Each Unit of Work is supported by weekly lesson plans and assessment and has a cross curricular/topic-based focus and a musical focus that will allow the teachers to engage the children in activities related to the developmental events taking place in their changing lives.</td></tr>
<tr><td>Nursery</td><td colspan="6">In Nursery, through our Music sessions, the children get many opportunities to enjoy rhymes and songs relevant to their world, allowing them to develop a sense of rhythm and improve in confidence. This aspect of learning will be seen in the development of children's knowledge and skills in Expressive Arts and Design, with a focus on the following objectives:
• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs.
• Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
• Play instruments with increasing control to express their feelings and ideas
The Charanga NEW Creative Scheme now includes units for Nursery phase providing additional resources and stimulus for the children to develop their musical learning.</td></tr>
<tr><td>Reception</td><td>Me! - explore: growing, homes, colour, toys, how I look

Unit comprises:
1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform</td><td>My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time
Unit comprises:
1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform
There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</td><td>Everyone! - explore: family, friends, people and music from around the world

Unit comprises:
1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</td><td>Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space
Unit comprises:
1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform
There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</td><td>Big Bear Funk - A Transition Unit: preparing for Years 1-6

Unit comprises:
1. Listen and Appraise
2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
3. Perform and Share Reflect, Rewind and Replay - A consolidation of the year's work, prepare for a performance and look at the history of music.</td><td>Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</td></tr>
<tr><td rowspan="3">Year 1</td><td>Unit title- Hey you!
Style of main song- Old school hip hop
Unit theme- how pulse, rhythm and pitch work together</td><td>Unit title- Rhythm in the way we walk and The Banana Rap
Style of main song- Reggae
Unit theme- Pulse, rhythm and pitch, rapping, dancing and singing</td><td>Unit title- In the Groove
Style of main song- Blues, Baroque, Latin, Bhangra, Folk, Funk
Unit theme- How to be in the groove with different styles of music.</td><td>Unit title- Round and Round
Style of main song- Bossa Nova
Unit theme- Pulse, rhythm and pitch in different styles of music.</td><td>Unit title- Your imagination
Style of main song- Pop
Unit theme- Using your imagination</td><td>Unit title- Reflect, rewind and replay
Style of main song- Classical
Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music</td></tr>
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<u>Games</u> There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:
● Game 1 – Have Fun Finding The Pulse! FInd the pulse. Choose an animal and find the pulse
● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy
● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat</td></tr>
<tr><td><u>Listen and appraise</u>
Knowledge
To know and be able to sing the songs for each unit.
To know what the songs are about.
To identify the sound and names of some of the instruments they use.
To be able to describe the music using musical dimensions of pulse, rhythm and pitch.
Skills
To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</td><td><u>Singing</u>
Knowledge
To confidently sing or rap songs and sing them in unison
Skills
Learn about voices, singing notes of different pitches (high and low).
Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader</td><td><u>Playing</u>
Knowledge
Learn the names of the notes in their instrumental part when written down.
Learn the names of the instruments they are playing.
Skills
Treat instruments carefully and with respect.
Play a tuned instrumental part with the song they perform.
Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).
Listen to and follow musical instructions from a leader.</td><td><u>Composition</u>
Knowledge
Composing is like writing a story with music. Everyone can compose
Skills
Help to create a simple melody using one, two or three notes.
Learn how the notes of the composition can be written down and changed if necessary.</td><td><u>Performance</u>
Knowledge
A performance is sharing music with other people, called an audience.
Skills
Choose a song they have learnt from the Scheme and perform it.
They can add their ideas to the performance.
Record the performance and say how they were feeling about it.</td><td><u>Improvisation</u>
Knowledge
Improvisation is about making up your own tunes on the spot.
● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
● Everyone can improvise!
Skills
Improvise using the three challenges:
1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
3. Improvise! – Take it in turns to improvise using one or two notes</td></tr>
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Werneth PRIMARY SCHOOL

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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Year 2</td><td>Unit title- Hands, feet, heart
Style of main song- Afropop, South African
Unit theme- South African music</td><td>Unit title- Ho, ho, ho!
Style of main song- A song with rapping and improvisation for Christmas
Unit theme- Festivals and Christmas</td><td>Unit title- I wanna play in a band
Style of main song- Rock
Unit theme- Playing together in a band</td><td>Unit title- Zoo time
Style of main song- Reggae
Unit theme- Reggae and animals</td><td>Unit title- Friendship song
Style of main song- Pop
Unit theme- A song about being friends

During the term incorporate the use of Chrom Music Lab in the lessons using ipads or laptops. This gives the children the opportunity to use technology to create and compose. Chrome Music Lab offers an array of games and interactive modules designed to enhance understanding in composition, synthesis, and music pattern recognition.
Chrome Music Lab</td><td>Unit title- Reflect, rewind and replay
Style of main song- Classical
Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music

To continue to explore music through Chrom Music Lab. This gives the children the opportunity to use technology to create and compose. Chrome Music Lab offers an array of games and interactive modules designed to enhance understanding in composition, synthesis, and music pattern recognition.
Chrome Music Lab</td></tr>
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<u>Games</u> There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:
● Game 1 – Have Fun Finding The Pulse! FInd the pulse. Choose an animal and find the pulse
● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy
● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat</td></tr>
<tr><td><u>Listen and appraise</u>
Knowledge
To know and be able to sing the songs for each unit.
To know some songs have a chorus or a response/answer part.
To know any musical dimensions featured in the song, and where they are used (pulse, dynamics, tempo, rhythm and pitch)
To know that songs have a musical style
Skills
To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
To learn how songs can tell a story or describe an idea.</td><td><u>Singing</u>
Knowledge
To confidently know and sing songs from each unit.
To know that unison is everyone singing at the same time.
Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.
Skills
Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
Learn to find a comfortable singing position.
Learn to start and stop singing when following a leader.</td><td><u>Playing</u>
Knowledge
Learn the names of the notes in their instrumental part when written down.
Know the names of untuned percussion instruments played in class.
Skills
Treat instruments carefully and with respect.
Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
Play the part in time with the steady pulse.
Listen to and follow musical instructions from a leader.</td><td><u>Composition</u>
Knowledge
Composing is like writing a story with music.
Everyone can compose
Skills
Help create three simple melodies with the Units using one, three or five different notes.
Learn how the notes of the composition can be written down and changed if necessary.
To use simple music technology to play and capture sounds. Use of Chrome Music Lab (Term to be confirmed)</td><td><u>Performance</u>
Knowledge
A performance is sharing music with an audience.
A performance can be a special occasion and involve a class, a year group or a whole school.
An audience can include your parents and friends
Skills
Choose a song they have learnt from the Scheme and perform it.
They can add their ideas to the performance.
Record the performance and say how they were feeling about it</td><td><u>Improvisation</u>
Knowledge
Improvisation is making up your own tunes on the spot.
When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes
Skills
Improvise using the three challenges:
1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two</td></tr>
<tr><td rowspan="3">Year 3</td><td>Unit title- Let your spirit fly
Style of main song- RnB
Unit theme- RnB and other styles</td><td>Unit title- Glockenspiel stage 1
Style of main song- n/a
Unit theme- Exploring and developing playing skills</td><td>Unit title- Three little birds
Style of main song- Reggae
Unit theme- Reggae and animals</td><td>Unit title- The dragon song
Style of main song- A pop song that tells a story
Unit theme- Music from around the world. Celebrating our differences and being kind to each other.</td><td>Unit title- Bringing us together
Style of main song- Disco
Unit theme- Disco, friendship, hope and unity</td><td>Unit title- Reflect, rewind and replay
Style of main song- Classical
Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music</td></tr>
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<u>Games</u> Children will complete the following in relation to the main song, using two notes:
1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms
3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation
4. Pitch Copy Back and Vocal Warm-ups</td></tr>
<tr><td><u>Listen and appraise</u>
Knowledge
To know and be able to sing the songs for each unit.
To know the style of the five songs. To choose one song and be able to talk about:
○ Its lyrics: what the song is about
○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)
○ Identify the main structure of the song (introduction, verse, chorus etc.)
○ Name some of the instruments they heard in the song
Skills</td><td><u>Singing</u>
Knowledge
To know and be able to talk about:
Singing in a group can be called a choir
Leader or conductor: A person who the choir or group follow
Songs can make you feel different things e.g. happy, energetic or sad
Singing as part of an ensemble or large group is fun, but that you must listen to each other
To know why you must warm up your voice
Skills
To sing in unison and in simple two-parts.
To demonstrate a good singing posture.</td><td><u>Playing instruments</u>
Knowledge
To know and be able to talk about the instruments used in class (a glockenspiel).
Skills
To treat instruments carefully and with respect.
Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</td><td><u>Composition</u>
Knowledge
To know and be able to talk about:
A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
Different ways of recording compositions (letter names, symbols, audio etc.)
Skills
Help create at least one simple melody using one, three or five different notes.</td><td><u>Performance</u>
Knowledge
To know and be able to talk about:
Performing is sharing music with other people, an audience
A performance doesn't have to be a drama! It can be to one person or to each other
You need to know and have planned everything that will be performed
You must sing or rap the words clearly and play with confidence
A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion</td><td><u>Improvisation</u>
Knowledge
To know and be able to talk about improvisation:
● Improvisation is making up your own tunes on the spot
● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
● To know that using one or two notes confidently is better than using five</td></tr>
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WERNETH PRIMARY SCHOOL

	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing		Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	It involves communicating feelings, thoughts and ideas about the song/music **Skills** To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	● To know that if you improvise using the notes you are given, you cannot make a mistake **Skills** Improvise using instruments in the context of the song they are learning to perform. Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes.
Year 4	**Unit title**- Mamma Mia **Style of main song**- Pop **Unit theme**- ABBA's music	**Unit title**- Glockenspiel stage 2 **Style of main song**- Mixed styles **Unit theme**- Exploring and developing playing skills using the glockenspiel	**Unit title**- Lean on me **Style of main song**- Gospel **Unit theme**- Soul/Gospel music- helping one another	**Unit title**- Blackbird **Style of main song**- The Beatles/Pop **Unit theme**- The Beatles, equality and civil rights	**Unit title**- Yu Studio – Underwater Project **Unit theme**- Create with YuStudio's Underwater Video Activity is one of a series of music projects introducing students to the creative possibilities of Digital Audio Workstation (DAW)	**Unit title**- Reflect, rewind and replay **Style of main song**- Classical **Unit theme**- The history of music, look back and consolidate your learning, learn some of the language of music
	Werneth Primary School staff follow the Charanga Musical School scheme of work, which sets out the six units to be taught in each year group (see above). The Charanga scheme of work is a spiral curriculum- meaning that children have opportunities to repeatedly develop their musical knowledge, vocabulary and skills (outlined below) during each year group, across a Key Stage and during the child's time at Werneth Primary School. This approach provides our children with knowledge and skills to equip children to achieve the end of KS2 expectations. **<u>Games</u>** Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups					
	<u>Listen and appraise</u> **Knowledge** To know and be able to sing the songs for each unit. To know the style of the five songs. To choose one song and be able to talk about: ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song **Skills** To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg rhythm, tempo, pitch, dynamics, texture, structure, pulse. Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	**<u>Singing</u>** **Knowledge** To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice **Skills** To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	**<u>Playing instruments</u>** **Knowledge** To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) **Skills** Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	**<u>Composition</u>** **Knowledge** To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music **Skills** To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	**<u>Performance</u>** **Knowledge** The students will: ● Learn to add a video to a YuStudio Project ● Add sound FX (sound effects) to that project ● Line up the FX with the events of the video in time ● Have complete creative control and make musical decisions ● Balance the overall sound of their tracks ● Use sound FX such as EQ and delay **Skills** **YuStudio – Production Knowledge and Skills** The students will learn to: ● Add new tracks (video and audio) ● Locate and add audio samples ● Line up audio samples with the video ● Add a title and save the track ● Use volume sliders to change the overall balance and mix the track: + and – ● Add and remove sections for structural and textural reasons	**<u>Improvisation</u>** **Knowledge** To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations **Skills** Improvise using instruments in the context of the song they are learning to perform. Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes
Year 5	**In Year 5, the children are all taught how to how to play a brass instrument for the year. Each child in the year group receives1 hour's brass tuition per week from a peripatetic teacher from the Oldham Council Music Centre. They are taught how to play the instrument, using the correct technique and work on articulation, phrasing and improving their general musicality. Each child is taught how to read music using musical notation on the stave and has the opportunity to develop their improvisation and composition skills. They are taught to interpret and follow the musical vocabulary found on their pieces of music. There is also an opportunity for the children to perform a concert as a class ensemble both to the school and other visitors, which helps the school make a tangible contribution to support the wider local community in a meaningful and memorable way.**					
	<u>Listen and appraise</u> **Knowledge** To know the style of pieces of music learnt and to name other pieces from previous terms To be able to talk about:	**<u>Singing</u>** **Knowledge** To be able to talk about: ○ Its main features of a piece of music ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what a song is about and the meaning of the lyrics	**<u>Playing instruments</u>** **Knowledge** To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols To be able to read musical notation in the treble clef.	**<u>Composition</u>** **Knowledge** To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.	**<u>Performance</u>** **Knowledge** To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other	**<u>Improvisation</u>** **Knowledge** To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard

	○ Some of the style indicators of the pieces (musical characteristics that give the music its style) ○ Any musical dimensions featured in the pieces and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the structure of the music (intro, section A, repeats etc.) ○ Name some of the instruments they hear in the class ensemble eg cornets, trombones, euphoniums, and how the sound is different between them. **Skills** To identify and move to the pulse with ease. To think about the message of music. To compare two pieces 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. When you talk try to use musical words. To talk about the musical dimensions when appraising the music, eg pulse, rhythm, pitch, tempo, dynamics, texture,timbre. Talk about the music and how it makes you feel.	○ To know and explain the importance of warming up your voice **Skills** To sing and play in unison and in more than one part. To enjoy exploring singing/playing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends **Skills** Play a musical instrument with the correct technique and breath control. Select and learn an instrumental part using – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the piece of music. To interpret and use musical vocabulary when playing in the brass ensemble eg fortissimo, piano, accelerando, rallentando To listen to and follow musical instructions from a leader. To practice correct articulation and producing a good sound when playing a brass instrument, using correct breath control.	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol **Skills** Create simple melodies using up to five different notes and simple rhythms. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music **Skills** To choose what to perform and create a programme. To talk about the venue and how to use it to best effect. To perform to an audience of both the school and outside visitors. Appraise their performance as a class, highlighting both the strengths and key areas to improve. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians **Skills** Improvise using instruments in the context of a piece to be performed. Use the improvisation provided by the brass peripetetic
	Unit title- Happy **Style of main song**- Pop/Neo Soul **Unit theme**- Being happy!	**Unit title**- Classroom Jazz 2 **Style of main song**- Bacharach and Blues **Unit theme**- Jazz, improvisation and composition	**Unit title**- A New Year Carol **Style of main song**- Classical or Urban Gospel **Unit theme**- Benjamin Bitten's music and cover versions	**Unit title**- You've got a friend **Style of main song**- 70s ballad/pop **Unit theme**- The music of Carole King	**Unit title**- Yu Studio- Grime Project **Unit theme**- Create your own Grime composition using Yu Studio exploring the musical possibilities of using a Digital Audio Workstation (DAW).	**Unit title**- Reflect, rewind and replay **Style of main song**- Classical **Unit theme**- The history of music, look back and consolidate your learning, learn some of the language of music
Year 6	**Werneth Primary School staff follow the Charanga Musical School scheme of work, which sets out the six units to be taught in each year group (see above). The Charanga scheme of work is a spiral curriculum- meaning that children have opportunities to repeatedly develop their musical knowledge, vocabulary and skills (outlined below) during each year group, across a Key Stage and during the child's time at Werneth Primary School. This approach provides our children with knowledge and skills to equip children to achieve the end of KS2 expectations.** **Games** Children will complete games that relate to the main song, using three notes (as in Year 5): • Find the pulse ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using up to three different notes					
	Listen and appraise **Knowledge** To know the songs covered in the units of the Charanga scheme - who sang or wrote them, when they were written and, if possible, why? To know the style of the songs and to name other songs from the Units in those styles. To be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch, pulse, timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity **Skills** To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	**Singing** **Knowledge** To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice **Skills** To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	**Playing instruments** **Knowledge** 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 stave The instruments they might play or be played in a band or orchestra or by their friends **Skills** Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part using – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	**Composition** **Knowledge** To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol **Skills** Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation or musical notation using minims, crotchets, semibreves, dotted minims and rests).	**Performance** **Knowledge** The students will learn to: ● Choose a musical key which fits with a Grime style ● Add a new Drum Track and select 'Grime sounds' ● Add a new note clip to input kick and snare drum notes ● Turn on the loop whilst experimenting with notes – shorten/extend ● Add a title and save track ● Add a new Synthesizer ● Use the piano roll to compose within the chosen key and find different octaves ● Create a bassline and then simplify it ● Choose notes and sounds based on personal preference ● Choose an audio sample from the A Capella section ● Duplicate bars in order to create a longer track ● Create structure by adding and removing notes to create a varied texture ● Learn how to change articulation from staccato to legato ● Choose an instrument from the SoundBank ● Add sound effects to the track (Sound FX) eg riser to build tension	**Improvisation** **Knowledge** To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in your improvisations ● To know three well-known improvising musicians **Skills** Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise. *1. Play and Copy Back-* Copy back using instruments. Use one, two and three notes. *2. Play and Improvise* You will be using up to three notes: Question and Answer using instruments. Use up to three notes in your answer. Always start on a G.

	Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. Talk about the music and how it makes you feel, using musical language to describe the music			To use music technology to edit and combine layers of sound including musical elements such as tempo, dynamics, mixing sound, rhythms, chords, keys, electronic sounds/synthesisers. –Yu Studio in Charanga scheme.	● Use volume sliders to change the overall balance and mix the track: + and – **Skills** The students will: ● Learn to arrange and mix their own composition in a Grime style using YuStudio ● Have complete creative control and make musical decisions ● Balance the overall sound of their tracks ● Create drum beats, melodies and basslines with note guidance, which will prepare them for further exploration in composition and production ● Build chords and melodies based on a chosen musical key and scale ● Use articulation (staccato/legato/pizzicato) ● Use different instruments in YuStudio ● Use sound effects eg EQ and delay	*3. Improvisation!* You will be using up to three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

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Werneth
PRIMARY SCHOOL