

Charanga provides an intertwined approach to teaching music. Therefore several interrelated dimensions of music and more than one learning objective are incorporated into each lesson.

This medium term plan provides an overview and succinct information for each unit. For a more detailed outline please refer to the “Yr 1 – Yr 6 Key Learning Document” which has links to the National Curriculum key learning outcomes, activities and the interrelated dimensions for each lesson.

EYFS

Outcomes: 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 has a cross-curricular/topic-based focus and a musical focus that will allow you to engage the children in activities related to the developmental events taking place in their changing lives.

At the beginning of nursery and reception the children will learn instrumental and expressive sounds through phase 1 phonics. Then after this they will explore and be exposed to language patterns and musical instruments in their nativity performance. Fromm spring 1 they will both follow the charanga scheme of work.

Nursery

Unit 1

Unit 2

Unit 3

Nursery Rhymes

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

Nursery Rhymes

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

Nursery Rhymes

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

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<p>Musical learning focus</p> <ul style="list-style-type: none"> • 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 perform the learning that has taken place 	<p>Musical learning focus</p> <ul style="list-style-type: none"> • 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 perform the learning that has taken place 	<ul style="list-style-type: none"> • Head, Shoulders, Knees and Toes <p>Musical learning focus</p> <ul style="list-style-type: none"> • 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 • Singing and learning to play instruments within a song • Share and perform the learning that has taken place <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey
<p>Reception</p>		
<p>Unit 4</p>	<p>Unit 5</p>	<p>Unit 6</p>

<p>Nursery Rhymes</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey <p>Musical learning focus</p> <ul style="list-style-type: none"> • 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 • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<p>Big Bear Funk</p> <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • 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 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 	<p>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 of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
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Year 1

Outcomes: Each Unit of Work consists of clearly-sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.

The children will:

- Explore the Musical Spotlights and Social Questions within each unit.
- Learn that music is a language made up of high and low and long and short sounds.
- Listen to and learn about many different styles of music.
- Enjoy dancing and learning about the songs.
- Sing, move and dance to specially-written songs.
- Play classroom percussion instruments with the songs they learn to sing.
- Begin to explore improvisation.
- Compose and create their own sounds and melodies using the Compose with the Song and Graphic Score resources.
- Perform their choice of songs and musical activities to an audience

Unit 1	Unit 2	Unit 3
<p>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time – find a movement that helps you to keep the beat.</p>	<p>Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p>	<p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p>

<p>My musical Heartbeat</p> <p>How can we make friends when we sing together?</p> <p>Lesson 1: Find the beat Lesson 2: 1-2-3-4-5 Lesson 3: Head shoulders knees and toes Lesson 4: Shapes Lesson 5: We talk to animals Lesson 6: Assessment checkpoint</p>	<p>Dance Sing Play</p> <p>How does music tell stories out the past?</p> <p>Lesson 1: Twinkle Twinkle Little Star Lesson 2: In the Orchestra Lesson 3: Daisy Bell (Bicycle Made For Two) Lesson 4: Dancing Dinosaurs Lesson 5: Rock-A-Bye-Baby Lesson 6: Assessment checkpoint</p>	<p>Exploring sounds</p> <p>How does music make the world a better place?</p> <p>Lesson 1: If You're Happy And You Know It Lesson 2: Sing Me A Song Lesson 3: Sparkle Lesson 4: Rhythm In The Way We Walk Lesson 5: Big Bear Funk Lesson 6: Assessment checkpoint</p>
<p>Unit 4</p> <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p>	<p>Unit 5</p> <p>Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p>	<p>Unit 6</p> <p>Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p>
<p>Learning to listen</p> <p>How does music help us to understand our neighbours?</p> <p>Lesson 1: Days of the week Lesson 2: Name Song Lesson 3: Cuckoo</p>	<p>Having fun with improvisation</p> <p>What songs can we sing to help us through the day?</p> <p>Lesson 1: Getting Dressed Lesson 2: Dress Up Lesson 3: Brush Our Teeth</p>	<p>Lets perform together</p> <p>How does music connect us with the environment?</p> <p>Lesson 1: The Bear Went Over the Mountain Lesson 2: In The Sea Lesson 3: Alice The Camel</p>

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<p>Lesson 4: Upside Down Lesson 5: Hush Little Baby Lesson 6: Assessment checkpoint</p>	<p>Lesson 4: Get Ready Lesson 5: Up And Down Lesson 6: Assessment Checkpoint</p>	<p>Lesson 4: Ten Green Bottles Lesson 5: Zootime Lesson 6: Assessment Checkpoint</p>
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Year 2

Outcomes: Each Unit of Work consists of clearly-sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.

The children will:

- Explore the Musical Spotlights and Social Questions within each unit.
- Demonstrate that music is a combination of pulse, rhythm and pitch - the foundations of every song they learn.
- Continue to listen to and learn about many different styles of music - begin to recognise more different sounds and hear how they create harmony together.
- Sing and move together with more of an understanding of how pulse, rhythm and pitch work together.
- Play instruments together and have fun learning to play in a band or ensemble.
- Explore improvisation a bit further and try to use some more notes.
- Explore composition to tell stories using the Create a Graphic Score and Music Explorer resources.
- Put together a big Concert and celebrate the lovely musical year

Unit 1

Unit 2

Unit 3

<p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p>	<p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p>	<p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p>
<p style="text-align: center;">Pulse Rhythm and pitch</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p style="text-align: center;">How does music help us make friends?</p>	<p style="text-align: center;">Playing in an orchestra</p> <p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> <p style="text-align: center;">How does music teach us about the past?</p>	<p style="text-align: center;">Inventing a musical story</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions.</p> <p style="text-align: center;">How does music make the world a better place?</p>

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Unit 4	Unit 5	Unit 6
<p>Recognising different sounds</p> <p>When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?</p> <p>How does music teach us about our neighbourhood?</p>	<p>Musical improvisation.</p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p> <p>How does music shape our way of life?</p>	<p>Our big concert</p> <p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> <p>How does music connect us with the environment?</p>

Year 3

Outcomes: Each Unit of Work consists of clearly-sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.

Unit 2	Unit 4	Unit 6
<p>Writing Music Down</p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical</p>	<p>Compose using Your Imagination</p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named</p>	<p>Enjoying Improvisation</p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in</p>

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<p>symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p>	<p>with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p>	<p>the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p>
<p style="text-align: center;">Writing Music down</p> <p style="text-align: center;">How does music bring us together?</p>	<p style="text-align: center;">Compose using imagination</p> <p style="text-align: center;">How does music make the world a better place?</p>	<p style="text-align: center;">Enjoying improvisation</p> <p style="text-align: center;">How does music shape our way of life?</p>

Year 4

Outcomes: Each Unit of Work consists of clearly-sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.

<p style="text-align: center;">Unit 2 (KE)</p> <p>Exploring Feelings When You Play</p> <p>Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of</p>	<p style="text-align: center;">Unit 2 (KE)</p> <p>Compose with Your Friends</p> <p>When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in</p>	<p style="text-align: center;">Unit 5(KE)</p> <p>Expression and Improvisation</p> <p>Improvisation is a way to express our feelings. Music comes from our hearts. To make your</p>
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<p>music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p style="text-align: center;">Drumming (SMc)</p>	<p>the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p> <p style="text-align: center;">Drumming (SMc)</p>	<p>improvisation more expressive in this unit, add dynamics.</p> <p style="text-align: center;">Drumming (SMc)</p>
<p style="text-align: center;">Exploring feeling when you play</p> <p style="text-align: center;">How does music connect us with our past?</p>	<p style="text-align: center;">Compose with your friends.</p> <p style="text-align: center;">How does music improve our world?</p>	<p style="text-align: center;">Expression and improvisation</p> <p style="text-align: center;">How does music shape our way of life?</p>

Year 5

Outcomes: Each Unit of Work consists of clearly-sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.

<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Sing and Play in Different Styles</p>	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Composing and Chords</p>	<p style="text-align: center;">Unit 5</p> <p style="text-align: center;">Freedom to Improvise</p>
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<p>When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like ‘home’, or where a melody should ‘land’. This is called the ‘tonic pitch’ or the ‘home note’ and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p>	<p>If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p>	<p>Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An ‘interval’ in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p>
<p>Sing and play in different styles</p> <p>How does music connect us with the past?</p>	<p>Composing Chords</p> <p>How does music improve our world?</p>	<p>How does music shape our way of life?</p> <p>How does music shape our way of life?</p>

Year 6

Outcomes: Each Unit of Work consists of clearly-sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.

<p>Unit 1</p> <p>Music and Technology</p>	<p>Unit 6</p>	<p>Summer Term</p>
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<p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.</p>	<p>Farewell Tour</p> <p>This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available.</p>	
<p>Music Technology</p> <p>How does music bring us together?</p>	<p>Farewell Tour</p> <p>How does music connect us with the environment?</p>	<p>Leavers play</p>