

Music Overview - Reception

Term	Content	NC Statement	Skills and ideas	Rationale
Autumn Charanga	Me! + My Stories	<i>Use voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<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>Children will start their music learning journey with four steps. Listening and responding to a different style of music each week/step.</p> <p>Exploring and creating - initially using voices only but building to using classroom instruments too. Singing nursery rhymes and action songs linked with singing whilst playing.</p>
Spring Charanga	Everyone + Our World	<i>Use voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<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>Then finally sharing and performing. These steps will be repeated to an extent across their primary school learning, so understanding the steps as early as possible is crucial. This is also the format repeated through reception as children may not have the motor skills necessary to perform specific actions such as playing instruments. However they will have the opportunity to explore and play various instruments, developing a basic understanding of how to make noises and which noises specific instruments create.</p>
Summer Charanga	Big Bear Funk + Reflect, Rewind and Replay	<i>Use voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<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 	<p>Then finally sharing and performing. These steps will be repeated to an extent across their primary school learning, so understanding the steps as early as possible is crucial. This is also the format repeated through reception as children may not have the motor skills necessary to perform specific actions such as playing instruments. However they will have the opportunity to explore and play various instruments, developing a basic understanding of how to make noises and which noises specific instruments create.</p>

			•Share and perform the learning that has taken place	
Music Overview - Year 1				
Term	Content	NC Statement	Skills and ideas	Rationale
Autumn Charanga	Hey you!	<i>Use Voices Expressively and creatively by singing songs and speaking chants and rhymes</i>	• Performing during Harvest and Christmas Assemblies.	As children of a young age are able to use their voices, it is suitable preparation for music education to start with a subject in which most of the class will be able to participate.
	Rhythm in the way we walk and banana rap	<i>Listen with concentration and understanding to a range of high quality live and recorded music</i>	• Listening to songs with different genres. • Listening to songs and understanding cultural relevance - Christmas	Children will begin to understand and see the variety of styles of music and will start to identify differences.
Spring Charanga	In the Groove	<i>Use Voices Expressively and creatively by singing songs and speaking chants and rhymes</i>	• Singing and action songs. •Performing during Easter Assemblies. •Singing in a variety of musical styles.	Children will develop on familiarity of what they have already started learning and will prepare for future school performances.
	Round and Round	<i>Play tuned and untuned instruments musically</i>	• Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments	Children will begin to use physical objects in music and will experiment different ways of making sound. Children will identify what they find fun and enjoyable as well as appreciating what sounds different instruments make.
Summer Charanga	Your imagination	<i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i>	•Historical context of music. •Percussion instruments.	Children will start independently creating music, exploring freedom within a genre.
	Reflect, rewind and replay	<i>Use Voices Expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high quality live and recorded music</i>	• Performing during Assemblies. • Listening to songs with different genres. • Listening to songs and understanding cultural relevance - Christmas • Singing and action songs. •Performing during Easter Assemblies.	At the end of the year children are given freedom to reflect on what they have learnt throughout the year. They will be given the opportunity to create music as they see fit, based entirely off the subjects they

			<ul style="list-style-type: none"> • Singing in a variety of musical styles. • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments • Historical context of music. • Percussion instruments. 	enjoyed the most. Freedom will solidify some aspects of the learning, whilst freedom to explore will expand learning. This is repeated yearly throughout Charanga and actually gives an opportunity to meet every National Curriculum statement in one half term.
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Music Overview - Year 2

Term	Content	NC Statement	Skills and ideas	Rationale
Autumn Charanga	Hands, feet, heart	<i>Listen with concentration and understanding to a range of high quality live and recorded music</i>	<ul style="list-style-type: none"> • Recorder world. • Listening to songs with different genres. • Listening to songs and understanding cultural and geographical relevance. 	Develop on previous understanding by listening to new genres of music and identifying stereotypes related to each genre, including musical features (tempo, pitch, etc)
	Ho Ho Ho + Christmas Production	<i>Use Voices Expressively and creatively by singing songs and speaking chants and rhymes</i>	<ul style="list-style-type: none"> • Performing during Harvest and Christmas Assemblies. • Singing and building upon knowledge in a variety of Genres introduced in Year 1 	Singing and building upon knowledge in a variety of Genres introduced in Year 1
Spring Charanga	I wanna play in a band	<i>Play tuned and untuned instruments musically</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments 	Children will develop their understanding of using physical objects in music and will develop how to play instruments to make a song. Children will identify what they find fun and enjoyable as well as appreciating what sounds different instruments make.
	Friendship Song	<i>Use Voices Expressively and creatively by singing songs and speaking chants and rhymes</i>	<ul style="list-style-type: none"> • Singing and building upon knowledge in a variety of Genres introduced in Year 1 	Children start to learn how to use their voices in different ways, relating to musical theory. Children start to deliberately use pitch to hit the correct notes. The friendship

				task should also give children confidence to sing and to find confidence in singing.
Summer Recorders	Recorder World	<i>Experiment with, create, select and combine sounds using the interrelated dimensions of music</i>	<ul style="list-style-type: none"> •Recorder world. •Using hands and feet as instruments. 	Children start to work with a specific musical instrument, developing understanding of its use expanding on skills learnt throughout the half term.
	Reflect, rewind and replay	<i>Listen with concentration and understanding to a range of high quality live and recorded music Use Voices Expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music</i>	<ul style="list-style-type: none"> • Recorder world. •Listening to songs with different genres. •Listening to songs and understanding cultural and geographical relevance. •Performing during Harvest and Christmas Assemblies. •Singing and building upon knowledge in a variety of Genres introduced in Year 1 • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments • Recorder world. •Using hands and feet as instruments. 	At the end of the year children are given freedom to reflect on what they have learnt throughout the year. They will be given the opportunity to create music as they see fit, based entirely off the subjects they enjoyed the most. Freedom will solidify some aspects of the learning, whilst freedom to explore will expand learning. This is repeated yearly throughout Charanga and actually gives an opportunity to meet every National Curriculum statement in one half term.
Music Overview - Year 3				
Term	Content	NC Statement	Skills and ideas	Rationale
Autumn Charanga	Let your spirit fly	<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	<ul style="list-style-type: none"> •Recognise individual key instruments. •Play simple tunes by ear. Sing songs from memory. Play short 4/5 note tune. Trace the shape of an 8 note song. •Identify phrases of a song. •Consider history of music in context. 	Having developed an understanding of what is expected within genres of music, children will now listen closely to identify specific instruments, phases of a song and start to replay simple songs by ear in future.

			<ul style="list-style-type: none"> •Place basic examples of music in time and place (Western) 	<p>Identification of these will be developed upon further up the school.</p> <p>useful in all musical subjects going forwards.</p>
	<p><i>Glockenspiel stage 1+ Christmas Assembly preparations</i></p>	<p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments •Match the metre of recorded music. •Listen to different genres addressing cultural events - Christmas. •Listen to music regarding the emotions of those producing it. 	<p>Children begin to experience playing a musical instrument. They will learn a range of notes and will develop an understanding of how, when the notes are played together, they create a tune. The children will be able to perform simple tunes by reading simplified sheet music.</p> <p>Children start to play a specific musical instrument, developing understanding of its use expanding on skills learnt throughout the half term.</p> <p>Performance: Children will learn self-expression through singing and have the opportunity to share the result with family a friends, creating positive musical experiences which can be developed moving forwards.</p>
<p>Spring Charanga</p>	<p>Three Little Birds</p>	<p><i>Develop an understanding of the history of music Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p>	<ul style="list-style-type: none"> •Listen with attention to detail and internalize and recall sounds with increasing aural memory. •Learn new songs quickly; sing from memory. •Identify rhythmic patterns, instruments and repetitions of sound/pattern. •Internalise short melodies and play these on pitched instruments (play by ear). •Analyse and compare different sound 	<p>Children to continue developing their understanding of what makes a song. Children will also begin to understand the history behind this piece of music, including its historical, social and cultural impact. They will learn about Bob Marley and the influence that he has had across popular music. This can take the form of</p>

			<p>qualities</p> <ul style="list-style-type: none"> • Study cultural and historical significance of certain genres, bands and the time in which it was created. • Explain how sounds can create different intended effects. • Recognise how the different musical elements are combined and used expressively. 	<p>understanding the song's popularity, when it was made, who enjoyed it, how it is used in media and what people think of it.</p>
	The Dragon Song	<i>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Sing and play in class. • Play as part of an ensemble. • Begin to use different tempi and dynamics. • Copy a rhythmic phrase. Clap rhythm of a song whilst others tap the pulse. • Tap the pulse, whilst other play rhythm. • Say and tap up to 8 beat phrases. • Clap an ostinato. • Storytelling 	<p>Children will now start developing the skills necessary to play instruments together, understanding the necessity of percussion and melody. Children will develop their knowledge of clapping into more complex percussion.</p>
Summer Charanga	Bringing us together	<i>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Sing in class. • Sing as part of an ensemble. • Discover how to express emotions through singing • Say and tap up to 8 beat phrases.. • Storytelling 	<p>Children will learn self-expression through singing. Songs of friendship, peace, hope and unity focus on well-being for each individual child, which in turn will develop confidence, revisited throughout KS2.</p>
	Reflect, Rewind and Replay	<i>Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the interrelated dimensions of music</i>	<ul style="list-style-type: none"> • Recognise individual key instruments. • Play simple tunes by ear. Sing songs from memory. Play short 4/5 note tune. Trace the shape of an 8 note song. • Identify phrases of a song. • Consider history of music in context. • Place basic examples of music in time and place (Western) • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and 	<p>At the end of the year children are given freedom to reflect on what they have learnt throughout the year. They will be given the opportunity to create music as they see fit, based entirely off the subjects they enjoyed the most. Freedom will solidify some aspects of the learning, whilst freedom to explore will expand learning. This is repeated yearly throughout Charanga and actually</p>

			<p>sounds.</p> <ul style="list-style-type: none"> • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments • Listen with attention to detail and internalize and recall sounds with increasing aural memory. • Learn new songs quickly; sing from memory. • Identify rhythmic patterns, instruments and repetitions of sound/pattern. • Internalise short melodies and play these on pitched instruments (play by ear). • Analyse and compare different sound qualities • Study cultural and historical significance of certain genres, bands and the time in which they were created. • (TIMBRES) instrumental, vocal, environmental/natural, synthesised. • Explain how sounds can create different intended effects. • Recognise how the different musical elements are combined and used expressively. 	<p>gives an opportunity to meet every National Curriculum statement in one half term.</p>
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Music Overview - Year 4

Term	Content	NC Statement	Skills and ideas	Rationale
Autumn Charanga/ Guitar lessons by an external provider	Rock 'n Pop External Provider - Guitar	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. 	Please note: Rock and Pop Guitar lessons are taught to Year 4. The provider covers the necessary targets required in this document.

			<ul style="list-style-type: none"> • Explore different instruments 	
	Christmas Assembly preparations	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Match the metre of recorded music. • Listen to different genres addressing cultural events - Christmas. • Listen to music regarding the emotions of those producing it. 	Children will learn self-expression through singing and have the opportunity to share the result with family a friends, creating positive musical experiences which can be developed moving forwards.
Spring Charanga/ Guitar lessons by an external provider	Rock 'n Pop External Provider - Guitar	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments 	Please note: Rock and Pop Guitar lessons are taught to Year 4. The provider covers the necessary targets required in this document.
Summer Charanga/ Guitar lessons by an external provider	Rock 'n Pop External Provider - Guitar	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments 	Please note: Rock and Pop Guitar lessons are taught to Year 4. The provider covers the necessary targets required in this document
	Reflect, Rewind and replay	<i>Use and understand staff and other musical notations</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. 	At the end of the year children are given freedom to reflect on what they have learnt throughout the year. They will be given the opportunity to

		<p><i>Improvise and compose music for a range of purposes using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments • Organise phrases in a simple structure. • Create melodic phrase. Improvise melodic phrases. • Listen with attention to detail and internalize and recall sounds with increasing aural memory. • Learn new songs quickly; sing from memory. • Identify rhythmic patterns, instruments and repetitions of sound/pattern. • Internalise short melodies and play these on pitched instruments (play by ear). • Analyse and compare different sound qualities • Study cultural and historical significance of certain genres, bands and the time in which they were created. • Explain how sounds can create different intended effects. • Recognise how the different musical elements are combined and used expressively. 	<p>create music as they see fit, based entirely off the subjects they enjoyed the most. Freedom will solidify some aspects of the learning, whilst freedom to explore will expand learning. This is repeated yearly throughout Charanga and actually gives an opportunity to meet every National Curriculum statement in one half term.</p> <p>Please note: Rock and Pop Guitar lessons are taught to Year 4. The provider covers the necessary targets required in this document.</p>
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Music Overview - Year 5				
Term	Content	NC Statement	Skills and ideas	Rationale
Autumn Guitar - External Providers	Guitar Lessons and reading music+ Christmas Assembly preparations	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. 	A second year is dedicated to guitar playing to ensure maximum attention and ability is being focus on a skill that reaches multiple statements in the national curriculum.

			<ul style="list-style-type: none"> • Explore different instruments 	<p>Please note: Rock and Pop tailor their guitar lessons to meet the needs of each class. Two classes are taught guitar in Year 5, so would already be familiar with the basics of playing the guitar. Rock and Pop/Music Lead discuss the prior knowledge of each class to make sure all children are able to have the opportunity to meet the targets for Year 5.</p> <p>Children will fine tune their understanding of a specific instrument. Children will identify what they find fun and enjoyable as well as appreciating what sounds different instruments make.</p> <p>Children develop upon previous work with a specific musical instrument testing retention and muscle memory to use the instrument.</p>
	Christmas Assembly preparations	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Match the metre of recorded music. • Listen to different genres addressing cultural events - Christmas. 	<p>Children will fine tune their understanding of a specific instrument. Children will identify what they find fun and enjoyable as well as appreciating what sounds different instruments make.</p> <p>Children develop upon previous work with a specific musical instrument testing retention and muscle memory to use the instrument.</p>

			<ul style="list-style-type: none"> • Listen to music regarding the emotions of those producing it. 	
Spring Guitar - External Providers	Guitar Lessons and reading music	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments 	<p>Children will fine tune their understanding of a specific instrument. Children will identify what they find fun and enjoyable as well as appreciating what sounds different instruments make.</p> <p>Children develop upon previous work with a specific musical instrument testing retention and muscle memory to use the instrument.</p>
Summer Guitar - External Providers	Guitar Lessons and reading music	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. • Combine ostinato phrases. • Explore different instruments 	<p>Children will fine tune their understanding of a specific instrument. Children will identify what they find fun and enjoyable as well as appreciating what sounds different instruments make.</p> <p>Children develop upon previous work with a specific musical instrument testing retention and muscle memory to use the instrument.</p>
	Reflect, Rewind and replay	<i>Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the interrelated dimensions of music</i>	<ul style="list-style-type: none"> • Grow greater awareness of what others are playing in an ensemble. • Choose appropriate dynamics, tempo and sounds. • Copy and improvise rhythmic phrases. 	<p>At the end of the year children are given freedom to reflect on what they have learnt throughout the year. They will be given the opportunity to create music as they see fit, based entirely off the subjects they</p>

			<ul style="list-style-type: none"> • Combine ostinato phrases. • Explore different instruments • Organise phrases in a simple structure. • Create melodic phrase. Improvise melodic phrases. • Listen with attention to detail and internalize and recall sounds with increasing aural memory. • Learn new songs quickly; sing from memory. • Identify rhythmic patterns, instruments and repetitions of sound/pattern. • Internalise short melodies and play these on pitched instruments (play by ear). • Analyse and compare different sound qualities • Study cultural and historical significance of certain genres, bands and the time in which they were created. • Explain how sounds can create different intended effects. <ul style="list-style-type: none"> • Recognise how the different musical elements are combined and used expressively. 	<p>enjoyed the most. Freedom will solidify some aspects of the learning, whilst freedom to explore will expand learning. This is repeated yearly throughout Charanga and actually gives an opportunity to meet every National Curriculum statement in one half term.</p>
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Music Overview - Year 6

Term	Content	NC Statement	Skills and ideas	Rationale
Autumn Charanga	Happy	<i>Develop an understanding of the history of music</i>	<ul style="list-style-type: none"> • Study cultural and historical significance of certain genres, bands and the time in which they were created. • Develop leadership skills within ensemble. • Match the metre of recorded music. • Listen to different genres addressing cultural events - Christmas. • Listen to music regarding the emotions of 	<p>Children will learn of a contemporary pop song and should now be proficient at identifying features independently.</p>

			<p>those producing it.</p> <ul style="list-style-type: none"> •Performance in a music video. 	
	Classroom Jazz + Christingle preparations	<p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<ul style="list-style-type: none"> • Children to improvise musical skills. •Match the metre of recorded music. •Listen to different genres addressing cultural events - Christmas. •Listen to music regarding the emotions of those producing it. 	Children will develop the previously learnt skills of self-expression as they improvise over Jazz tracks. Children will have opportunities provided to them to see how famous musicians improvise and will attempt to emulate, before creating their own style.
Spring Charanga	A New Year Carol	<i>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> •Rhythm - Video project features multiple music examples. •Singing - Develop leadership skills within an ensemble. •Performance in a music video. 	Children should now be capable of mastering their singing ability, recapping on all previous learning taken place through KS1 and KS2. Specific focus in particular on the introduction of using tremolo/vibrato on extended notes.
	You've Got A Friend +Women in the music industry	<i>Develop an understanding of the history of music Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</i>	<ul style="list-style-type: none"> • Developing knowledge of time and place contextually, applying this to all previous KS2 units •Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...). •Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods. •Recognise different tempi - speeds of music •Identify different meters - grouping of the beat -counting and feeling the pulse on the strong beat. •Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed concord. •Appraise own work by 	Having previously learned about separate bands, songs and the civil rights movement, children will learn about the impact of a range of women in the music industry. This unit is further explored in <i>Music and Me</i> . Children will be given an opportunity to learn about the cultural, social and historical impact of Carole King and her song 'You've Got A Friend'. Children will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key. Children will understand the need to be active musicians.

			<p>comparing/contrasting with work of others.</p> <ul style="list-style-type: none"> •Improve performance through listening, internalising and analysing. 	
Summer Charanga	Music and Me	<i>Improvise and compose music for a range of purposes using the interrelated dimensions of music</i>	<ul style="list-style-type: none"> •Create a tune using musical phrases. •Composition based on a different medium/audience. 	<p>Children will use previous knowledge to improvise and compose an original piece, with free choice of genre and few restrictions on how to create their music.</p> <p>This section link back to <i>Women in the Music Industry</i> and <i>You've Got A Friend</i> by exploring the work of some of the most influential women in music over the last 100 years. Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:</p>
	Reflect, Rewind and Replay	<p><i>Use and understand staff and other musical notations</i></p> <p><i>Improvise and compose music for a range of purposes using the interrelated dimensions of music</i></p>	<ul style="list-style-type: none"> •Match the metre of recorded music. •Listen to different genres addressing cultural events - Christmas. •Listen to music regarding the emotions of those producing it. •Rhythm - Video project features multiple music examples. •Singing - Develop leadership skills within an ensemble. •Performance in a music video. • Developing knowledge of time and place contextually, applying this to all previous KS2 units •Identify musical features (scale, arpeggio, 	<p>At the end of the year children are given freedom to reflect on what they have learnt throughout the year. They will be given the opportunity to create music as they see fit, based entirely off the subjects they enjoyed the most. Freedom will solidify some aspects of the learning, whilst freedom to explore will expand learning. This is repeated yearly throughout Charanga and actually gives an opportunity to meet every National Curriculum statement in one half term.</p>

			<p>canon, drone, dynamics, ostinato, timbre...).</p> <ul style="list-style-type: none">•Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods.•Recognise different tempi - speeds of music•Identify different meters - grouping of the beat -counting and feeling the pulse on the strong beat.•Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed concord.•Appraise own work by comparing/contrasting with work of others.•Improve performance through listening, internalising and analysing.•Create a tune using musical phrases.•Composition based on a different medium/audience.	
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