



## Steam Mills Whole School Theme Music: Year A

**Article 29:** Your education should help you use and develop your talents and abilities. **Article 12 :** you have the right to give your opinion

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Class 2 Year 1/2</b>	<p style="text-align: center;"><b>Theme: Explorers</b> <b>Charanga - Hey You</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> <p style="text-align: center;"><b>Rainbow Skills Progression</b></p> <p><b>Listening</b></p> <p>Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p><b>Composing</b></p> <p>Create and choose sounds in response to different starting points Recognise and explore how sounds can be made and changed</p> <p><b>Performing</b></p> <p>Copy and perform simple rhythm patterns Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Keep to a steady pulse Begin to understand tempo, rhythm and tone Gain a sense of occasion when performing, showing an awareness of others Perform with increasing expression, and control and</p>	<p style="text-align: center;"><b>Theme: Weather</b> <b>Music unit-Weather</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> <p style="text-align: center;"><b>Rainbow Skills Progression</b></p> <p><b>Listening</b></p> <p>Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music</p> <p><b>Composing</b></p>	<p style="text-align: center;"><b>Theme: Royal Forest of Dean</b> <b>Charanga-Your Imagination Yr 1</b> <b>Reflect,rewind and replay</b></p> <p style="text-align: center;"><b>National Curriculum</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b></p> <p>Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music</p>


	<p style="text-align: center;"><b>Resources:</b> Percussion instruments <b>Charanga</b></p>	<p>Create and choose sounds in response to different starting points  Recognise and explore how sounds can be made and changed  Create short melodic patterns and rhythmic phrases  Choose sounds to represent different things in different ways  Make sequences of sounds and combine sounds for different purposes  Show some imagination in the use of sound  Create simple accompaniments  Recognise and explore how sounds can be organised</p> <p><b>Performing</b>  Copy and perform simple rhythm patterns  Use their own voices in many different ways  Follow simple verbal instructions  Beat out short rhythms and repeat short rhythmic patterns  Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts  Use their voice in different ways  Sing simple songs from memory  Imitate changes in pitch  Sing songs with more accurate pitch  Maintain a simple part in a round  Follow instructions when performing  Gain a sense of occasion when performing, showing an awareness of others</p> <p style="text-align: center;"><b>Resources:</b> Percussion instruments Glockenspiels</p>	<p><b>Composing</b>  Create and choose sounds in response to different starting points  Recognise and explore how sounds can be made and changed  Create short melodic patterns and rhythmic phrases  Choose sounds to represent different things in different ways  Make sequences of sounds and combine sounds for different purposes  Show some imagination in the use of sound  Create simple accompaniments  Recognise and explore how sounds can be organised</p> <p><b>Performing</b>  Copy and perform simple rhythm patterns  Use their own voices in many different ways  Follow simple verbal instructions  Beat out short rhythms and repeat short rhythmic patterns  Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts  Use their voice in different ways  Sing simple songs from memory  Imitate changes in pitch  Sing songs with more accurate pitch  Maintain a simple part in a round  Follow instructions when performing  Gain a sense of occasion when performing, showing an awareness of others  Begin to compare different kinds of music  Recognise differences between music of different times and cultures  2 part singing</p> <p style="text-align: center;"><b>Resources:</b> Charanga Glockenspiels Percussion instruments</p>
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<p><b>Class 3 Year 3/4</b></p>	<p><b>Theme: Egypt</b>  <b>Glockenspiel 1 Yr3</b>  <b>National Curriculum:</b>  Pupils should be taught to:  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music  ♣ listen with attention to detail and recall sounds with increasing aural memory  ♣ use and understand staff and other musical notations</p> <p><b>Rainbow Skills</b></p> <p><b>Listening</b>  Listen with greater attention to detail  Recognise well defined changes in sounds  identify beat and pulse in music  Recognise pattern in music  Describe what they hear using a wider range of musical vocabulary  Appreciate harmonies, drone and ostinato  Explore ways the way in which sounds are combined towards certain effects</p> <p><b>Composing</b>  Recognise and explore how sounds can be organised  Create a range of musical patterns  Improvise within a group  Improvise repeated patterns  Carefully choose and order sounds to achieve an effect  Order sounds within simple structures (beginning, middle, end)  Read a simple musical stave  Compose simple melodies and songs  Sequence long and short sounds  Create rhythmic patterns with an awareness of timbre and duration  Know and use standard musical notation of pitch and beat  Understand the concept of bass and treble clef  Comment on the intended effect</p> <p><b>Performing</b>  Follow instructions when performing  Gain a sense of occasion when performing, showing an</p>	<p><b>Theme: Vikings and Saxons</b>  <b>Charanga Let Your Spirit Fly</b>  <b>Dip into Review/Rewind</b>  <b>National Curriculum:</b>  Pupils should be taught to:  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ listen with attention to detail and recall sounds with increasing aural memory  ♣ use and understand staff and other musical notations</p> <p><b>Rainbow Skills</b></p> <p><b>Listening</b>  Listen with greater attention to detail  Recognise well defined changes in sounds  identify beat and pulse in music  Recognise pattern in music  Describe what they hear using a wider range of musical vocabulary  Appreciate harmonies, drone and ostinato  Explore ways the way in which sounds are combined towards certain effects</p> <p><b>Composing</b>  Recognise and explore how sounds can be organised  Create a range of musical patterns  Improvise within a group  Improvise repeated patterns  Carefully choose and order sounds to achieve an effect  Order sounds within simple structures (beginning, middle, end)  Read a simple musical stave  Compose simple melodies and songs  Sequence long and short sounds  Create rhythmic patterns with an awareness of timbre and duration  Know and use standard musical notation of pitch and beat  Understand the concept of bass and treble clef  Comment on the intended effect</p> <p><b>Performing</b>  Follow instructions when performing  Gain a sense of occasion when performing, showing an</p>	<p><b>Theme: Local Industry</b>  <b>Whole Class Instrument tuition-10 weeks</b>  <b>National Curriculum:</b>  Pupils should be taught to:  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music  ♣ listen with attention to detail and recall sounds with increasing aural memory  ♣ use and understand staff and other musical notations  ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music.</p> <p><b>Rainbow Skills</b></p> <p><b>Listening</b>  Identify mood in music Identify beat and pulse in music  Recognise pattern in music Describe music using appropriate vocabulary  Begin to compare different kinds of music  Describe what they hear using a wider range of musical vocabulary  Recognise how musical elements are used by composers to create different moods and effects  Understand the cultural and social meaning of lyrics  Appreciate harmonies, drone and ostinato  Explore ways the way in which sounds are combined towards certain effects  Understand the relationship between lyrics and melody</p> <p><b>Composing</b>  Recognise and explore how sounds can be organised  Create a range of musical patterns  Improvise within a group  Improvise repeated patterns  Carefully choose and order sounds to achieve an effect  Order sounds within simple structures (beginning, middle, end)  Use sound to create abstract images  Read a simple musical stave</p>	

	<p>awareness of others  Perform with increasing expression, and control and sing with good intonation and articulation  Understand and use the concept of pulse  Use ostinato to accompany  Repeat short rhythmic and melodic patterns  Sustain a rhythmic accompaniment  Play clear notes on instruments and use them to make a range of sounds  Show confidence in leading a Group  Follow instructions from symbols when singing or playing  Show increasing control with instruments  Play tuned instrument, with limited range of notes</p> <p style="text-align: center;"><b>Resources: Charanga</b></p>	<p>awareness of others  Perform with increasing expression, and control and sing with good intonation and articulation  Understand and use the concept of pulse  Use ostinato to accompany  Repeat short rhythmic and melodic patterns  Sustain a rhythmic accompaniment  Play clear notes on instruments and use them to make a range of sounds  Show confidence in leading a Group  Follow instructions from symbols when singing or playing  Show increasing control with instruments  Play tuned instrument, with limited range of notes</p> <p style="text-align: center;"><b>Resources: GCC – music team</b></p>	<p><b>Compose simple melodies and songs</b>  Use pitch to communicate ideas Sequence long and short sounds  Use a range of dynamics, timbre and pitch in composition  Understand culture in composition  Create rhythmic patterns with an awareness of timbre and duration  Use emphasis and accent to create effects  Use change in pitch to express ideas</p> <p><b>Performing</b>  Play clear notes on instruments and use them to make a range of sounds  Sing songs from memory  Sing with a sense of the shape of the melody  Make range of vocal sounds: tone, timbre, volume  Hold a part in more complex round  Control the way some sounds are made, through breathing  Control both short and long sounds  Work to improve their own work  2 part sinig  Follow instructions from symbols when singing or playing  Show increasing control with instruments  Play tuned instrument, with limited range of notes  Sing in tune and with expression  Can hold their own part when performing by ear or by notation  Begin to sing in two part harmony  Show control through breathing, articulation and dynamic</p> <p style="text-align: center;"><b>Resources: Charanga</b></p>
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<p><b>Class 4 Year 5/6</b></p>	<p style="text-align: center;"><b>Theme: Space Charanga-Music and Me</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p>develop an understanding of the history of music.</p> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b> Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the relationship between lyrics and melody Understand the cultural and social meaning of lyrics Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Recognise how different musical elements are combined and used expressively in many different types of music Identify cyclic patterns – verse and chorus, coda Consider how one piece of music may be interpreted in different ways by different performers,</p> <p><b>Composing</b></p>	<p style="text-align: center;"><b>Theme: South America Charanga Living on a Prayer</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p>develop an understanding of the history of music.</p> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b> Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the relationship between lyrics and melody Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Recognise how different musical elements are combined and used expressively in many different types of music Identify cyclic patterns – verse and chorus, coda Consider how one piece of music may be interpreted in different ways by different performers,</p> <p><b>Composing</b> Use a range of dynamics, timbre and pitch in composition Use emphasis and accent to create effects Use change in pitch to express ideas</p>	<p style="text-align: center;"><b>Theme: Mayans Charanga Classroom Jazz 1</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> </ul> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b> Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Identify cyclic patterns – verse and chorus, coda Recognise how different musical elements are combined and used expressively in many different types of music Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p><b>Composing</b> Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat</p>

<p>Use a range of dynamics, timbre and pitch in composition  Use emphasis and accent to create effects  Use change in pitch to express ideas  Use own signs and symbols to record composition  Know and use standard musical notation of pitch and beat  Understand the concept of bass and treble clef  Comment on the intended effect  Can hold their own part when performing by ear or by notation  Begin to sing in two part harmony  Show control through breathing, articulation and dynamic  Combine several layers of sound with awareness of combined effect  Use changes in timbre, pitch and Dynamic  Understand how many beats in a minim, etc. and recognise their symbols  Improvise melodic and rhythmic phrases as part of a group performance  Develop ideas within distinct musical structures  Identify and explore the relationship between sounds  Identify and explore the relationship between sounds  Convey their intentions through composition  <b>Performing</b>  Follow instructions from symbols when singing or playing  Show increasing control with instruments  Play tuned instrument, with limited range of notes  Follow written instructions, including notation when singing or playing  Play more complex instrumental parts using tuned instruments with confidence  Have an awareness how different parts fit together for effect  Refine their own work and evaluate that of others  Suggest improvements to others' work  Lead, take a solo part  Perform parts from memory and from notation with full control, confidence and competence  Polish their own performances through practice and rehearsal</p> <p style="text-align: center;"><b>Resources:</b> GCC music team</p>	<p>Use own signs and symbols to record composition  Know and use standard musical notation of pitch and beat  Understand the concept of bass and treble clef  Comment on the intended effect  Combine several layers of sound with awareness of combined effect  Use changes in timbre, pitch and Dynamic  Understand how many beats in a minim, etc. and recognise their symbols  Improvise melodic and rhythmic phrases as part of a group performance  Develop ideas within distinct musical structures  Identify and explore the relationship between sounds  <b>Performing</b>  Follow instructions from symbols when singing or playing  Show increasing control with instruments  Play tuned instrument, with limited range of notes  Sing in tune and with expression  Can hold their own part when performing by ear or by notation  Follow written instructions, including notation when singing or playing  Play more complex instrumental parts using tuned instruments with confidence  Have an awareness how different parts fit together for effect  Refine their own work and evaluate that of others  Suggest improvements to others' work  Lead, take a solo part  Perform parts from memory and from notation with full control, confidence and competence  Polish their own performances through practice and rehearsal</p>	<p>Understand the concept of bass and treble clef  Comment on the intended effect  Combine several layers of sound with awareness of combined effect  Use changes in timbre, pitch and Dynamic  Understand how many beats in a minim, etc. and recognise their symbols  Improvise melodic and rhythmic phrases as part of a group performance  Develop ideas within distinct musical structures  Identify and explore the relationship between sounds  <b>Performing</b>  Show confidence in leading a Group  Follow instructions from symbols when singing or playing  Show increasing control with instruments  Play tuned instrument, with limited range of notes  Play more complex instrumental parts using tuned instruments with confidence  Have an awareness how different parts fit together for effect  Refine their own work and evaluate that of others  Suggest improvements to others' work  Lead, take a solo part  Perform parts from memory and from notation with full control, confidence and competence  Polish their own performances through practice and rehearsal</p> <p style="text-align: center;"><b>Resources:</b> Charanga Glockenspiels</p>	<p>Understand the concept of bass and treble clef  Comment on the intended effect  Combine several layers of sound with awareness of combined effect  Use changes in timbre, pitch and Dynamic  Understand how many beats in a minim, etc. and recognise their symbols  Improvise melodic and rhythmic phrases as part of a group performance  Develop ideas within distinct musical structures  Identify and explore the relationship between sounds  <b>Performing</b>  Show confidence in leading a Group  Follow instructions from symbols when singing or playing  Show increasing control with instruments  Play tuned instrument, with limited range of notes  Play more complex instrumental parts using tuned instruments with confidence  Have an awareness how different parts fit together for effect  Refine their own work and evaluate that of others  Suggest improvements to others' work  Lead, take a solo part  Perform parts from memory and from notation with full control, confidence and competence  Polish their own performances through practice and rehearsal</p> <p style="text-align: center;"><b>Resources:</b> Charanga Glockenspiels</p>
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**Steam Mills Whole School Music: Year B**

**Article 29:** Your education should help you use and develop your talents and abilities. **Article 12 :** you have the right to give your opinion

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Class 2 Year 1/2</b>	<p style="text-align: center;"><b>Theme: London</b> 2 Charanga Hands, Feet, Heart</p> <p style="text-align: center;"><b>National Curriculum:</b> Pupils should be taught to: ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p style="text-align: center;"><b>Rainbow Skills Progression</b></p> <p><b>Listening</b> Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p><b>Composing</b> Create and choose sounds in response to different starting points Recognise and explore how sounds can be made and changed</p> <p><b>Performing</b> Copy and perform simple rhythm patterns Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Keep to a steady pulse Begin to understand tempo, rhythm and tone</p>	<p style="text-align: center;"><b>Theme: Important People</b> Tiddalik Unit-linked to Geography</p> <p style="text-align: center;"><b>National Curriculum:</b> Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p style="text-align: center;"><b>Rainbow Skills Progression</b></p> <p><b>Listening</b> Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music</p> <p><b>Composing</b></p>	<p style="text-align: center;"><b>Theme: Home and Away</b> Charanga Friendship Song</p> <p style="text-align: center;"><b>National Curriculum:</b> Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p style="text-align: center;"><b>Rainbow Skills Progression</b></p> <p><b>Listening</b> Respond to different moods of music, in different ways Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music</p> <p><b>Composing</b> Create and choose sounds in response to different starting points Recognise and explore how sounds can be made and changed Create short melodic patterns and rhythmic phrases Choose sounds to represent different things in different</p>



	<p>Gain a sense of occasion when performing, showing an awareness of others Perform with increasing expression, and control and</p> <p style="text-align: center;"><b>Resources:</b> <b>GCC – music team</b></p>	<p>Create and choose sounds in response to different starting points Recognise and explore how sounds can be made and changed Create short melodic patterns and rhythmic phrases Choose sounds to represent different things in different ways Make sequences of sounds and combine sounds for different purposes Show some imagination in the use of sound Create simple accompaniments Recognise and explore how sounds can be organised</p> <p><b>Performing</b> Copy and perform simple rhythm patterns Use their own voices in many different ways Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Use their voice in different ways Sing simple songs from memory Imitate changes in pitch Sing songs with more accurate pitch Maintain a simple part in a round Follow instructions when performing Gain a sense of occasion when performing, showing an awareness of others</p> <p style="text-align: center;"><b>Resources:</b> Charanga Glockenspiels</p> <p style="text-align: center;">In addition to charanga teach the children some rounds E.G. London's burning</p>	<p>ways Make sequences of sounds and combine sounds for different purposes Show some imagination in the use of sound Create simple accompaniments Recognise and explore how sounds can be organised</p> <p><b>Performing</b> Copy and perform simple rhythm patterns Use their own voices in many different ways Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Use their voice in different ways Sing simple songs from memory Imitate changes in pitch Sing songs with more accurate pitch Maintain a simple part in a round Follow instructions when performing Gain a sense of occasion when performing, showing an awareness of others 2 part singing</p> <p style="text-align: center;"><b>Resources:</b> Charanga Glockenspiels</p> <p style="text-align: center;">In addition to charanga teach the children some rounds E.G. London's burning</p>
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<p><b>Class 3 Year 3/4</b></p>	<p><b>Theme: Stone Age and Iron age</b> Charanga Lean on me Yr4</p> <p><b>National Curriculum:</b></p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p>develop an understanding of the history of music.</p> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b></p> <p>Identify mood in music Identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody</p> <p><b>Composing</b></p> <p>Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical stave Compose simple melodies and songs</p>	<p><b>Theme: Extraordinary Earth</b> Charanga – Blackbird-Beatles Yr4 Charanga Reflect, Rewind and Replay (History of Music) Yr4</p> <p><b>National Curriculum:</b></p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> </ul> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b></p> <p>Listen with greater attention to detail Recognise well defined changes in sounds identify beat and pulse in music Recognise pattern in music Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects</p> <p><b>Composing</b></p> <p>Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Read a simple musical stave Compose simple melodies and songs Sequence long and short sounds Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect</p> <p><b>Performing</b></p> <p>Follow instructions when performing</p>	<p><b>Theme: Romans</b> Whole Class Instrument tuition- 10 weeks</p> <p><b>National Curriculum:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p>develop an understanding of the history of music.</p> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b></p> <p>Listen with greater attention to detail Recognise well defined changes in sounds identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Understand the relationship between lyrics and melody</p> <p><b>Composing</b></p> <p>Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical stave Compose simple melodies and songs</p>

	<p>Use pitch to communicate ideas Sequence long and short sounds</p> <p>Use a range of dynamics, timbre and pitch in composition</p> <p>Understand culture in composition</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Use emphasis and accent to create effects</p> <p>Use change in pitch to express ideas</p> <p><b>Performing</b></p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Sing songs from memory</p> <p>Sing with a sense of the shape of the melody</p> <p>Make range of vocal sounds: tone, timbre, volume</p> <p>Hold a part in more complex round</p> <p>Control the way some sounds are made, through breathing</p> <p>Control both short and long sounds</p> <p>Work to improve their own work</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p>Sing in tune and with expression</p> <p>Can hold their own part when performing by ear or by notation</p> <p>Begin to sing in two part harmony</p> <p>Show control through breathing, articulation and dynamic</p> <p style="text-align: center;"><b>Resources:</b> <b>Charanga</b></p>	<p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Perform with increasing expression, and control and sing with good intonation and articulation</p> <p>Understand and use the concept of pulse</p> <p>Use ostinato to accompany</p> <p>Repeat short rhythmic and melodic patterns</p> <p>Sustain a rhythmic accompaniment</p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Show confidence in leading a Group</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p style="text-align: center;"><b>Resources:</b> <b>GCC – music team</b></p>	<p>Use pitch to communicate ideas Sequence long and short sounds</p> <p>Use a range of dynamics, timbre and pitch in composition</p> <p>Understand culture in composition</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Use emphasis and accent to create effects</p> <p>Use change in pitch to express ideas</p> <p><b>Performing</b></p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Control both short and long sounds</p> <p>Work to improve their own work</p> <p>Follow instructions from symbols when singing or playing</p> <p>Show increasing control with instruments</p> <p>Play tuned instrument, with limited range of notes</p> <p style="text-align: center;"><b>Resources:</b> <b>Charanga</b></p> <p style="text-align: center;"><b>Need to introduce some rounds and part singing (See Music coordinator for resources)</b></p>
<p><b>Class 4</b> <b>Year 5/6</b></p>	<p style="text-align: center;"><b>Theme: World War II</b> <b>Charanga - Dancing in the street</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> </ul>	<p style="text-align: center;"><b>Theme: Rivers</b> <b>Charanga Happy</b> <b>Yr6</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> </ul>	<p style="text-align: center;"><b>Theme: Ancient Greece</b> <b>Charanga – Review/rewind unit</b></p> <p style="text-align: center;"><b>National Curriculum:</b></p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> </ul>

	<p>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b> Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p><b>Composing</b> Use a range of dynamics, timbre and pitch in composition Use emphasis and accent to create effects Use change in pitch to express ideas Use own signs and symbols to record composition Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect Combine several layers of sound with awareness of combined effect Use changes in timbre, pitch and Dynamic Understand how many beats in a minim, etc. and recognise their symbols Improvise melodic and rhythmic phrases as part of a group performance Develop ideas within distinct musical structures Identify and explore the relationship between sounds</p> <p><b>Performing</b> Follow instructions from symbols when singing or playing</p>	<p>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b> Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the relationship between lyrics and melody Understand the cultural and social meaning of lyrics Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Recognise how different musical elements are combined and used expressively in many different types of music Identify cyclic patterns – verse and chorus, coda Consider how one piece of music may be interpreted in different ways by different performers,</p> <p><b>Composing</b> Use a range of dynamics, timbre and pitch in composition Use emphasis and accent to create effects Use change in pitch to express ideas Use own signs and symbols to record composition Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect Can hold their own part when performing by ear or by notation Begin to sing in two part harmony Show control through breathing, articulation and dynamic Combine several layers of sound with awareness of combined effect</p>	<p style="text-align: center;"><b>Rainbow Skills</b></p> <p><b>Listening</b> Describe what they hear using a wider range of musical vocabulary Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Identify cyclic patterns – verse and chorus, coda Recognise how different musical elements are combined and used expressively in many different types of music Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p><b>Composing</b> Create rhythmic patterns with an awareness of timbre and duration Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect Combine several layers of sound with awareness of combined effect Use changes in timbre, pitch and Dynamic Understand how many beats in a minim, etc. and recognise their symbols Improvise melodic and rhythmic phrases as part of a group performance Develop ideas within distinct musical structures Identify and explore the relationship between sounds</p> <p><b>Performing</b> Show confidence in leading a Group Follow instructions from symbols when singing or playing Show increasing control with instruments Play tuned instrument, with limited range of notes</p>
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	<p>Show increasing control with instruments          Play tuned instrument, with limited range of notes          Sing in tune and with expression          Can hold their own part when performing by ear or by notation          Follow written instructions, including notation when singing or playing          Play more complex instrumental parts using tuned instruments with confidence          Have an awareness how different parts fit together for effect          Refine their own work and evaluate that of others          Suggest improvements to others' work          Lead, take a solo part          Perform parts from memory and from notation with full control, confidence and competence          Polish their own performances through practice and rehearsal</p> <p style="text-align: center;"><b>Resources:</b>  <b>Charanga/Glocks</b></p>	<p>Use changes in timbre, pitch and Dynamic          Understand how many beats in a minim, etc. and recognise their symbols          Improvise melodic and rhythmic phrases as part of a group performance          Develop ideas within distinct musical structures          Identify and explore the relationship between sounds          Identify and explore the relationship between sounds          Convey their intentions through composition</p> <p><b>Performing</b>          Follow instructions from symbols when singing or playing          Show increasing control with instruments          Play tuned instrument, with limited range of notes          Follow written instructions, including notation when singing or playing          Play more complex instrumental parts using tuned instruments with confidence          Have an awareness how different parts fit together for effect          Refine their own work and evaluate that of others          Suggest improvements to others' work          Lead, take a solo part          Perform parts from memory and from notation with full control, confidence and competence          Polish their own performances through practice and rehearsal</p> <p style="text-align: center;"><b>Resources:</b>          Charanga          Glockenspiels</p>	<p>Play more complex instrumental parts using tuned instruments with confidence          Have an awareness how different parts fit together for effect          Refine their own work and evaluate that of others          Suggest improvements to others' work          Lead, take a solo part          Perform parts from memory and from notation with full control, confidence and competence          Polish their own performances through practice and rehearsal</p> <p style="text-align: center;"><b>Resources:</b>  <b>Charanga</b>  <b>Glockenspiels</b></p>
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