



Edward Worlledge
Ormiston Academy

The Edward Worlledge Ormiston Academy Music Curriculum

The Music Curriculum is based on the National Curriculum, Norfolk County Provision and the EWOA Curriculum intent of **Choice and **Opportunity**.**

All children will be able:

Recall facts about composers, instrument families, the structures of pieces of music.

Apply specific vocabulary to each unit regarding composers, musical instruments, musical timings and genres.

Develop their own questions based on their curiosity of the subject.

Develop skills so that they improvise and compose music based on their learning within the unit.

2023 Music Teaching Staff

EYFS – Musical Opportunities by CMills and CMayfield

Year 1 – ESaterlay

Year 2 – FBrowne

Year 3 – FBrowne

Year 4 – FBrowne/ KRibbons – Rotation every half term.

Year 5 – KRibbons

Year 6 - KRibbons

Autumn 1

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Key Vocab/ Resources
1 Emily Saterlay	Model Music Curriculum Unit 1: How Do We Make Friends When We Sing Together?	Introducing a beat through Hip hop, Jazz, Pop, Gospel and Classical music. <ul style="list-style-type: none"> - Find the beat - 12345 - Heads, shoulders, knees and toes. - Shapes - We talk to animals - We are together Instrumental parts - C, D, E	Tempo: 100bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Improvise, compose, instrument, sing, call and response. Improvise Together - Activity 1 Tempo: 100bpm Time Signature: 4/4 Key Signature: C major Improvise section using: C, D, E Instruments: voice/ glockenspiel
2 Frankie Browne	Model Music Curriculum Unit 1: How Does Music Help Us to Make Friends?	Exploring simple patterns through gospel, jazz 20 th century orchestral, rock and pop music. <ul style="list-style-type: none"> • Music in my soul • Hey! Friends • Hello 	Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm C, D, E, G (Crotchets) C, D (Crotchets) C, D, E C, D, E C, D, E, F, G (Recorder) G, A (Crotchets) G (Crotchets) Improvise Together - Activity 1 Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Improvise section using: C, D, E
3 Frankie Browne	Model Music Curriculum Developing Notation Skills Unit 1: How does music bring us closer together?	<u>Listening and Appraising Songs</u> Step 1: Home Is Where The Heart Is by Joanna Mangona Step 2: Hallelujah Chorus From Messiah by George Frideric Handel Step 3: Let's Work It Out Together by Joanna Mangona and Pete Readman Step 4: The Loco-Motion by Gerry Goffin and Carole King, with Little Eva Step 5: Please Be Kind by Joanna Mangona <u>Focus Songs</u> <ul style="list-style-type: none"> - Home is where the heart is (Country) - Let's work it out together (pop) - Please be kind (pop) 	Tempo: Andante — At a walking pace (100 bpm) Time Signature: 2/4 Time Signature: 4/4 — there are four crotchet beats in a bar Key Signature: C major Key Signature: G major — there is one sharp in the key signature (#) Notes: C, D, E, G, A Rhythmic patterns using: Minims, crotchets and quavers
4 Music Hub Specialist Instrumental teaching –	Charanga Original Scheme Unit: Mamma Mia Theme: ABBA's music. Style: ABBA	Facts/info: ABBA was a Swedish pop group formed in 1972. <ul style="list-style-type: none"> • Mamma Mia • Dancing Queen • The Winner Takes It All • Waterloo 	Vocabulary: Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

<p>Krista Ribbons</p> <p>Frankie Browne-Charanga</p> <p>Rotation</p>	<p>Links to other units:</p> <ul style="list-style-type: none"> • Other units that relate to the 80s • Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) 	<ul style="list-style-type: none"> • Super Trouper • Thank You For The Music 	<p>Instruments: ukulele, keyboard, glockenspiel</p>
<p>5</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p> <p>Krista Ribbons</p>	<p>Charanga Original Scheme</p> <p>Unit: Livin' On A Prayer</p> <p>Style: Rock</p> <p>Links to other units: I Wanna Play In A Band - KS1/ages 5-7 (Scheme Year 2) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p>	<p>Facts/info:</p> <ul style="list-style-type: none"> • Livin' on a Prayer is a Rock song that was released in 1986. • The words tell us about life in the 1980's. <p>Listen to 5 other rock songs:</p> <ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles 	<p>Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p> <p>Topic and cross-curricular links: How Rock music developed from the Beatles onwards. Analysing performance.</p> <p>Instruments: ukulele, guitar, body percussion</p>
<p>6</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p> <p>Krista Ribbons</p>	<p>Charanga Original Scheme</p> <p>Unit: Happy + Ukuleles</p> <p>Style: Pop/Motown</p> <p>Links to other units: Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p>	<p>Facts/info:</p> <ul style="list-style-type: none"> • Happy is a song written, produced and performed by Pharrell Williams. Happy is a Pop song that has a Soul music sound and groove from the 1960s; very much like a Motown song. <p>Listen to five other songs in different styles.</p> <ul style="list-style-type: none"> • Top Of The World sung by The Carpenters • Don't Worry, Be Happy sung by Bobby McFerrin • Walking On Sunshine sung by Katrina And The Waves • When You're Smiling sung by Frank Sinatra • Love Will Save The Day sung by Brendan Reilly 	<p>Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p> <p>Instruments: tuned and untuned percussion</p>

Autumn 2

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
1	<p><u>Model Music Curriculum</u></p> <p>Unit 2 – How Does Music Tell Stories about the Past? Beginning of unit -</p> <p>NMH event + Christmas Performance (nativity choice from Charanga)</p>	<p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <ul style="list-style-type: none"> - Twinkle Twinkle Little Star - In the orchestra - Daisy Bell (bicycle made for two) <p>Singing and Performance elements for Nativity.</p>	<p>Words you need to know: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, perform, orchestra.</p>
2	<p><u>Model Music Curriculum</u></p> <p>Unit 2 - Ho Ho Ho by Joanna Mangona A Christmas Song Listen and appraise focus from unit</p> <p>- plus NMH event + Christmas Performance singing (nativity choice from Charanga)</p>	<p>Festivals and Christmas – a song with rapping and improvisation and Christmas.</p> <p>Instrumental Parts – G A B</p> <p>1. Listen and Appraise the Ho Ho Ho a Christmas song:</p> <ul style="list-style-type: none"> ● Ho Ho Ho by Joanna Mangona ● Bring Him Back Home (Nelson Mandela) by Hugh Masekela ● Suspicious Minds by Elvis Presley ● Sir Duke by Stevie Wonder ● Fly Me to the Moon by Frank Sinatra 	<p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>
3	<p><u>Model Music Curriculum</u></p> <p>Musical Spotlight: Enjoying Improvisation</p> <p>Social Theme: What Stories Does Music Tell Us About the Past?</p> <p>- plus NMH event + Christmas Performance singing</p>	<p>Step 1: Love What We Do by Joanna Mangona and Pete Readman</p> <p>Step 2: Let's Groove by Earth, Wind and Fire</p> <p>Step 3: When The Saints Go Marchin' In by Unknown</p> <p>Step 4: Jaws: Main Theme by John Williams</p> <p>Step 5: My Bonnie Lies Over The Ocean by Unknown</p>	<p>Understanding Music Improve Together</p> <p>Tempo: Andante — At a walking pace (104 bpm) Time Signature: 2/4</p> <p>Time Signature: 2/4 — there are two crotchet beats in a bar</p> <p>Key Signature: C major</p> <p>Key Signature: C major — there are no sharps or flats in the key signature</p> <p>Notes: C, D, E, G, A</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>

4	<p>Charanga Original Scheme</p> <p>NMH event(Virtual Pantomime) + Christmas Performance</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Links to other units: Using scores / notation in all units.</p>	<p>Theme: Exploring and developing playing skills using the ukuleles</p>	<p>Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p>
5	<p>Charanga Original Scheme</p> <p>NMH event(Virtual Pantomime) + Christmas Performance</p> <p>Unit: Classroom Jazz 1</p> <p>Style: Jazz</p> <p>Topic and cross-curricular links: History of music - Jazz in its historical context.</p> <p>Links to other units: Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6) Supports improvisation generally in previous units</p>	<p>Facts/info:</p> <ul style="list-style-type: none"> ● Bossa Nova originated in South America. ● Swing became popular in the 1940s. <p>Listen to 4 other bossa nova or swing pieces:</p> <ul style="list-style-type: none"> ● Desafinado by Stan Getz (swing) ● Cotton Tail by Ben Webster ● 5 Note Swing by Ian Gray ● Perdido by Woody Herman 	<p>Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p> <p>Instruments: untuned percussion (trolley – tambourines, claves etc). Glockenspiel.</p>
6	<p>Norfolk Music Hub Event + Christmas Performance</p> <p>Christmas Ukulele Unit</p>	<ul style="list-style-type: none"> ● Last Christmas ● C-AM-DM-G ● Chord Charts ● Solo voices on the verses ● Choral singing 	<p>Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, hook, riff, solo.</p> <p>Instruments: ukele</p>

Spring 1

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
1	<p><u>Model Music Curriculum</u></p> <p>Unit 3 – How Does Music Make the World a Better Place?</p>	<p>Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low.</p> <ul style="list-style-type: none"> - If your happy and you know it. - Sing me a song - Sparkle - Rhythm in the way we walk - Big Bear funk - <p>Notation - F, G, A</p>	<p>Tempo: 98bpm Time Signature: 4/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D Improvise Together - Activity 2 Tempo: 96bpm Time Signature: 4/4 Key Signature: F major Improvise section using: F, G, A</p> <p>Instruments: glockenspiel/voice</p>
2	<p><u>Model Music Curriculum</u></p> <p>Unit 3 – How Does Music Make the World a Better Place?</p>	<p>Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests Create and perform your own chanted rhythm patterns.</p> <ul style="list-style-type: none"> -Rainbows (part1/part2) -Hands, Feet, Heart (part1/part2) -All Around the World 	<p>Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E</p> <p>Improvise Together - Activity 2 Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Improvise section using: A, B, C</p> <p>Instruments: glockenspiel/ voice</p>
3	<p><u>Model Music Curriculum</u></p> <p>Musical Spotlight: Composing Using Your Imagination</p> <p>Social Theme: How Does Music Make the World a Better Place?</p>	<p>Composition/ Listening and Appraise</p> <ul style="list-style-type: none"> - <p>Step 1: Your Imagination by Joanna Mangona and Pete Readman Step 2: Disco Fever by Joanna Mangona and Chris Taylor Step 3: You're A Shining Star by Joanna Mangona and</p>	<p>Understanding Music/ Improvise Together</p> <p>Tempo: Moderato — At a moderate speed (112 bpm) Time Signature: 4/4 Time Signature: 3/4 — there are three crotchet beats in a bar</p>

		<p>Pete Readman</p> <p>Step 4: Amazing Grace by John Newton</p> <p>Step 5: Music Makes The World Go Round by Rick Coates</p>	<p>Key Signature: G major</p> <p>Key Signature: F major — there is one flat in the key signature (b)</p> <p>Notes: G, A, B, C, D</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>
<p>4</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Charanga Original Scheme</p> <p>Unit: Stop!</p> <p>Theme: Grime and other styles of music.</p> <p>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p>	<p>Facts/info: Stop! is a song/rap written in a Grime style for you to compose your own lyrics.</p> <p>Listen to 5 pieces of music in different styles:</p> <ul style="list-style-type: none"> ● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ● Radetzky March by Strauss (Classical) ● Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence) ● Libertango by Astor Piazzolla (Tango) ● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) 	<p><u>Vocabulary:</u> Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Instruments: keyboards, voice</p>
<p>5</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Charanga Original Scheme</p> <p>Unit : Make you feel my Love – Adele</p> <p>Style – Pop Ballad</p> <p>Links to other units: Mamma Mia - KS2/ages 7-11 (Scheme Year 4)</p>	<p>Facts/info: Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.</p> <p>Listen and Appraise the song Make You Feel My Love and other Pop Ballads:</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You feel my Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley 	<p>Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Instruments: keyboards, glockenspiel, voice</p>
<p>6</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Charanga Original Scheme</p> <p>Recapping on previous knowledge of Keys, ukulele, recorder, untuned percussion. Focus on notation</p>	<p>Theme: The music of Carole King.</p> <p>Facts/info:</p> <ul style="list-style-type: none"> ● You've Got A Friend was a song written by Carole King in 1971. ● It was first recorded by Carole and featured on her famous album, Tapestry. ● In the 1960s, Carole King was employed to write pop songs for artists to perform. <p>Listen to 5 other songs written by Carole King:</p>	<p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>

		<ul style="list-style-type: none"> ● The Loco-Motion sung by Little Eva ● One Fine Day sung by The Chiffons ● Up On The Roof sung by The Drifters ● Will You Still Love Me Tomorrow ● (You Make Me Feel Like) A Natural Woman sung by Carole King 	Keys, ukulele, recorder, untuned percussion. voice
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Spring 2

<u>Year Group</u>	<u>Charanga Unit or Area of study</u>	<u>Key Knowledge / People / Events / Dates / Etc</u>	<u>Vocab/ Resources</u>
<u>1</u>	Unit 4: Combining pulse rhythm and pitch How Does Music Help Us To Understand Our Neighbours?	<ul style="list-style-type: none"> - Days of the week - Name song - Cuckoo - Upside down - Hush little baby - Who took the cookie? 	Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E Improve Together - Tempo: 96bpm Time Signature: 4/4 Key Signature: F major Improve section using: F, G, A Instruments: voice/ glockenspiel
<u>2</u>	Model Music Curriculum Charanga Unit 4: Inventing a musical story How does music teach us about our neighbourhood	Composition/ Listening and Appraise <ol style="list-style-type: none"> 1. Helping Each Other Joanna Mangona and Pete Readman Pop 2020/21 2. 2 Piano Trio In A Minor Op. 150 I. Allegro Amy Beach Romantic/20th Century Orchestral 1938 3. The Music Man Unknown Marching Band Unknown 4. Swing Time: The Way You Look Tonight Jerome Kern and Dorothy Fields 5. Jazz: Swing 1936 Let's Sing Together Joanna Mangona Gospel 2020/21 	Tempo: 114 bpm (beats per minute = tempo) Time signature: 4/4 (four crotchet beats in every bar) Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C and G Instruments: glockenspiel or recorder

<p><u>3</u></p>	<p>Model Music Curriculum</p> <p>Musical Spotlight: Sharing Musical Experiences</p> <p>Social Theme: How Does Music Help Us Get to Know Our Community?</p>	<p>Listen and Appraise</p> <p>Step 1: Friendship Song by Joanna Mangona and Pete Readman</p> <p>Step 2: A Night On The Bare Mountain by Modest Mussorgsky</p> <p>Step 3: Family by Joanna Mangona and Pete Readman</p> <p>Step 4: Double Beat Song by Jen and Jermaine White Bull</p> <p>Step 5: Come On Over by Joanna Mangona</p>	<p>Understanding Music/ Improvise Together</p> <p>Tempo: Andante — At a walking pace (92 bpm)</p> <p>Time Signature: 4/4</p> <p>Time Signature: 4/4 — there are four crotchet beats in a bar</p> <p>Key Signature: G major</p> <p>Key Signature: A minor — there are no sharps or flats in the key signature</p> <p>Notes: G, A, B, C, D</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>
<p><u>4</u></p> <p><u>Music Hub Specialist Charanga plus instrumental teaching</u></p>	<p>Charanga Original Scheme</p> <p>Unit: Lean On Me</p> <p>Theme: Soul/Gospel music and helping each other.</p> <p>Style: Gospel</p> <p>Links to other units: A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6) Reflect, Rewind and Replay - History of Music</p>	<p>Facts/info: Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.</p> <p>Listen to 5 other soul/gospel songs:</p> <ul style="list-style-type: none"> ● He Still Loves Me by Walter Williams and Beyoncé ● Shackles by Mary Mary ● Amazing Grace by Elvis Presley ● Ode To Joy Symphony No 9 by Beethoven ● Lean On Me by The ACM Gospel Choir 	<p>Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Instruments: Ukuele, voice</p>

<p><u>5</u> <u>Music Hub</u> <u>Specialist</u> <u>Charanga</u> <u>plus</u> <u>instrumental</u> <u>teaching</u></p>	<p>Charanga Original Scheme</p> <p>Unit: Fresh Prince Of Bel-Air Theme: Old-school Hip Hop. Style: Hip Hop</p> <p>Topic and cross-curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p>Facts/info: The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.</p> <p>Listen to 5 other hip hop songs:</p> <ul style="list-style-type: none"> ● Me Myself and I by De La Soul ● Ready or Not by Fugees ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC 	<p>Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Instruments: Voice, body percussion, untuned percussion</p>
<p><u>6</u> <u>Music Hub</u> <u>Specialist</u> <u>Charanga</u> <u>plus</u> <u>instrumental</u> <u>teaching</u></p>	<p>Charanga Original Scheme</p> <p>Unit: You've Got A Friend Style: The Music of Carole King Theme: The music of Carole King.</p> <p>Links to other units: Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)</p>	<p>Facts/info:</p> <ul style="list-style-type: none"> ● You've Got A Friend was a song written by Carole King in 1971. ● It was first recorded by Carole and featured on her famous album, Tapestry. ● In the 1960s, Carole King was employed to write Pop songs for artists to perform. <p>Listen to five other songs written by Carole King:</p> <ul style="list-style-type: none"> ● The Loco-Motion sung by Little Eva ● One Fine Day sung by The Chiffons ● Up On The Roof sung by The Drifters ● Will You Still Love Me Tomorrow ● (You Make Me Feel Like) A Natural Woman sung by Carole King 	<p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p> <p>Instruments: Keys, ukulele, recorder, untuned percussion. voice</p>

Summer 1

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
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<p>1</p>	<p>Model Music Curriculum</p> <p>Unit 5: What Songs Can We Sing To Help Us Through The Day?</p> <p>More information to be added when updated on Charanga Scheme.</p> <p>+ Virtual Big Sing 2022 Practise</p>	<ul style="list-style-type: none"> - Getting dressed - Dress up - Brush your teeth - Get ready - Up and Down - Star Light, Star Bright 	<p>Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G</p> <p>Composition</p> <ol style="list-style-type: none"> 6. Helping Each Other Joanna Mangona and Pete Readman Pop 2020/21 7. 2 Piano Trio In A Minor Op. 150 I. Allegro Amy Beach Romantic/20th Century Orchestral 1938 8. The Music Man Unknown Marching Band Unknown 9. Swing Time: The Way You Look Tonight Jerome Kern and Dorothy Fields 10. Jazz: Swing 1936 Let's Sing Together Joanna Mangona Gospel 2020/21
<p>2</p>	<p>New MMC Curriculum Charanga</p> <p>Music that makes you dance</p> <p>More information to be added when updated on Charanga Scheme.</p> <p>+ Virtual Big Sing 2023 Practise</p>	<p><u>Listening and Appraise/ Composition</u></p> <p>Step 1: I Wanna Play In A Band Joanna Mangona and Pete Readman Rock 2020/21</p> <p>Step 2: Flying Theme From E.T. The Extra-Terrestrial John Williams Film Music 1982</p> <p>Step 3: Music Is All Around Joanna Mangona and Pete Readman Jazz 2020/21</p> <p>Step 4: Moon River Henry Mancini Pop/Jazz 1960</p> <p>Step 5: Saying Sorry Joanna Mangona Calypso 2020/21</p>	<p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
<p>3</p>	<p>Model Music Curriculum</p> <p>Musical Spotlight: Learning More about Musical Styles</p> <p>Social Theme: How Does Music Make a Difference to Us Every Day?</p> <p>+ Virtual Big Sing 2023 Practise</p>	<p><u>Listening and Appraise/ Composition</u></p> <p>Step 1: He's Got The Whole World In His Hands by Unknown</p> <p>Step 2: Porgy and Bess: Act 1, Summertime by George Gershwin</p> <p>Step 3: Why Does Music Make A Difference? by Joanna Mangona and Chris Taylor</p> <p>Step 4: The Young Person's Guide To The Orchestra by Benjamin Britten</p> <p>Step 5: Panda Extravaganza by Rick Coates</p>	<p>Understanding Music/ Improvise Together</p> <p>Tempo: Andante — At a walking pace (104 bpm)</p> <p>Time Signature: 2/4</p> <p>Time Signature: 3/4 — there are three crotchet beats in a bar</p> <p>Key Signature: F major</p> <p>Key Signature: C major — there are no sharps or flats in the key signature</p> <p>Notes: F, G, A, C, D</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p>

<p>4</p>	<p>Charanga Original Scheme</p> <p>Unit: Blackbird</p> <p>Style: To be updated</p> <p>+ Virtual Big Sing 2023 Practise</p>	<p>Themes: The Beatles, equality and civil rights.</p> <p>Listen to 5 other songs by The Beatles</p> <ul style="list-style-type: none"> ● Yellow Submarine ● Hey Jude ● Can't Buy Me ● Yesterday ● Let It Be 	<p>Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Instrument: voice/ glockenspeils</p>
<p>5</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Charanga Original Scheme</p> <p>Unit: Classroom Jazz 1</p> <p>Style: Jazz</p> <p>Topic and cross-curricular links: History of music - Jazz in its historical context.</p> <p>Links to other units: Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6)</p> <p>Supports improvisation generally in previous units</p> <p>+ Virtual Big Sing 2023 Practise</p>	<p>Musical Activities - learn about the interrelated dimensions of music through 1. Playing instruments 2. Improvising. C. Perform and Share</p> <p>Facts/info:</p> <ul style="list-style-type: none"> ● Bossa Nova originated in South America. ● Swing became popular in the 1940s. Listen to 4 other bossa nova or swing pieces: <ul style="list-style-type: none"> ● Desafinado by Stan Getz (swing) ● Cotton Tail by Ben Webster ● 5 Note Swing by Ian Gray ● Perdido by Woody Herman 	<p><u>The Interrelated Dimensions of Music (Dimensions)</u></p> <ul style="list-style-type: none"> ● Pulse – the regular heartbeat of the music; its steady beat. ● Rhythm – long and short sounds or patterns that happen over the pulse. ● Pitch – high and low sounds. ● Tempo – the speed of the music; fast or slow or in-between. ● Dynamics – how loud or quiet the music is. ● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ● Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ● Notation – the link between sound and symbol. <p>Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p> <p>Instruments: voice, glockenspeils</p>
<p>6</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Norfolk Music Hub Event Wood jam</p> <ul style="list-style-type: none"> - Working towards – Woodjam experience - Thursday 14th July Virtual/in person performance. - <p>+ Virtual Big Sing 2023 Practise</p>	<p>Resources released onto Charanga early May – children to revise and refresh prior knowledge on Ukes until released on May 4th.</p> <p>Opportunity to perform in person/ virtually with the Ukele Orchestra of Great Britain.</p> <p>All resources to be hosted on Charanga C- Am- G and F chords</p> <p>Strumming patterns, finger plucking. Following chord charts and tab.</p>	<p>Vocabulary: strumming, tab, chord charts, chords, rhythms, dynamics, syncopation.</p> <p>Instruments: Ukuleles, voice</p>

Learn 4 songs to perform with Ukelele orchestra in July.

Learn to sing the songs, looking into instrumental breaks and add body percussion.

Summer 2

Year Group	Area of Study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
1	<p>Model Music Curriculum</p> <p>Unit 6: How Does Music Teach Us About Looking After Our Planet?</p> <p>More information to be added when updated on Charanga Scheme.</p> <p>+ Virtual Big Sing 2023 Practise</p>	<ul style="list-style-type: none"> • The Bear Went Over The Mountain • In The Sea • Alice The Camel • Ten Green Bottles • Zootime (Glockenspiel) • - She'll Be Coming 'Round The Mountain 	<p>Tempo: 100bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Crotchets and quavers Melodic patterns: G, B, D</p> <p>Improvise Together - Activity 3 - As Unit 5</p>
2	<p>Model Music Curriculum</p> <p>Year 2 Unit 6 - How Does Music Teach Us About Looking After Our Planet?</p> <p>More information to be added when updated on Charanga Scheme.</p> <p>+ Virtual Big Sing 2023 Practise</p>	<p>Listen, Respond and compose</p> <p>Step 1: The Sunshine Song by Joanna Mangona and Pete Readman</p> <p>Step 2: No More Dinosaur by Chris Madin</p> <p>Step 3: Four White Horses by Unknown</p> <p>Step 4: Que Lluvea, Que Lluvea by Unknown</p> <p>Step 5: Down By The Bay by Unknown</p>	<p>Tempo: 100 bpm (beats per minute = tempo)</p> <p>Time signature: 3/4 (three crotchet beats in every bar)</p> <p>Key signature: C major</p> <p>Rhythmic patterns using: Minims, crotchets and quavers</p> <p>Melodic patterns using: C and G</p> <p>Time signature: 2/4 (two crotchet beats in every bar)</p> <p>Key signature: G major The children can use the notes: G, A and B or G, A, B, C and D</p> <p>Instruments: glockenspeils / voice</p>
3	<p>Model Music Curriculum</p> <p>Musical Spotlight: Recognising Different Sounds</p> <p>Social Theme: How Does Music Connect Us with Our Planet?</p>	<p>Listening, Appraise and Composition</p> <p>Step 1: Michael Row The Boat Ashore by Unknown</p> <p>Step 2: The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes by Pyotr Ilyich Tchaikovsky</p> <p>Step 3: The Dragon Song by Joanna Mangona and Pete Readman</p> <p>Step 4: The Firebird Suite: Finale by Igor Stravinsky</p> <p>Step 5: Follow Me by Joanna Mangona</p>	<p>Understanding Music/ Improvise Together</p> <p>Tempo: Andante — At a walking pace (92 bpm)</p> <p>Time Signature: 2/4</p> <p>Time Signature: 2/4 — there are two crotchet beats in a bar</p> <p>Key Signature: F major</p> <p>Key Signature: F major — there is one flat in the key signature (b)</p> <p>Notes: F, G, A, C, D</p>

			Rhythmic patterns using: Minims, crotchets and quavers
<p>4</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Charanga Original Scheme</p> <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 4</p> <p>Links to other units: All Year 4 units</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>+ Virtual Big Sing 2023 Practise</p>	<p><u>Reflect</u></p> <ul style="list-style-type: none"> - La Quinta Estampie Real anon 13th century (Early Music) - The Arrival Of The Queen Of Sheba - Handel (Baroque) - Moonlight Sonata by Beethoven (Romantic) - Bridal March/Chorus by Wagner (Romantic) - Rhapsody In Blue by Gershwin (20th Century) - Einstein On The Beach by Philip Glass (Contemporary) <p><u>Rewind and Listen Out!</u></p> <ul style="list-style-type: none"> - Dancing Queen by ABBA - Can't Stop The Feeling! by Justin Timberlake - Libertango by Piazzolla - Lean On Me sung by The ACM Gospel Choir - Amazing Grace sung by Elvis Presley - Let It Be by The Beatles <p><u>Rewind</u></p> <ul style="list-style-type: none"> - Composers and Composition (Zoe Dixon) - Composers and Composition (Nico Muhly) † - Watch a video of our Charanga singer, Brendan Reilly 	<p>Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Instruments: Chosen instrument from year in preparation for a performance of songs and activities from the year.</p>
<p>5</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Charanga Original Scheme</p> <p>Unit: Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>+ Virtual Big Sing 2023 Practise</p>	<p><u>Reflect</u></p> <ul style="list-style-type: none"> - Music For Compline (traditional) (Early Music) - Dido And Aeneas by Purcell (Baroque) - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) - Minute Waltz by Chopin (Romantic) - Central Park In The Dark by Charles Ives (Contemporary) - Clapping Music by Steve Reich (Contemporary) <p><u>Rewind and Listen Out!</u></p> <ul style="list-style-type: none"> - Johnny B. Goode by Chuck Berry - Things Ain't What They Used To Be by Ellington and Persons - Hello by Lionel Richie 	<p>Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Instrument: Chosen instrument from year in preparation for a performance of songs and activities from the year.</p>

		<ul style="list-style-type: none"> - U Can't Touch This by MC Hammer - I Heard It Through The Grapevine by Marvin Gaye - Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops - <p>Reflect</p> <ul style="list-style-type: none"> - Composers and Composition (Rachel Portman) - Composers and Composition (Jason Yarde) 	
6 Music Hub Specialist Charanga plus instrumental teaching		Support transition to high school music lessons.	Keys, voice, ukulele, chair drumming

<u>Singing Assemblies – Subject to change</u>					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Christmas Production/ Performance Songs	Easter Songs	Virtual Big Sing Songs	Virtual Big Sing Songs Summer Fete	VBS and end of year performance

<u>Musical Opportunitites</u>					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Harvest Assembly	Whole academy virtual pantomime (not yet released) EYFS/KS1 - nativity performance to parents KS2 – Christmas concert to parents GYSMA Christmas ks2 concert GYSMA Christmas ks1 concert	In school Charanga unit performances	Easter Performances Spring GYSMA Concert	In school Charanga unit performances	Summer Fete Pop Up Concert Pop Choir singing at the Norfolk Show KS1 singing day GYSMA Summer Serenade Year 6 Leavers Assembly Summer Production

					In school Charanga unit performances
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Lesson Structures and Must Haves

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising (recording whole class weekly notes in teacher booklet)
- Musical Activities
 - Warm-up Games – pitch, rhythm, pulse, YTMY, copy back, improvise.
 - Singing (lyric sheets- reading domains/ picking apart the text, meaning and vocabulary)
 - Playing instruments or Covid-19 Replacement activity where needed based on any restrictions.
 - Improvisation
 - Composition – (recording independently within groups on whiteboards)
- Performing (weekly/ half termly group or independent video/sound recordings if necessary)

Class list – notes, any further information for assessment purposes weekly if appropriate

Any evidence collected lesson to be added to collected onto music tablet.

From Charanga Documents - Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Mastery within lessons

Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

We aim to ensure that our children get the opportunity to perform and experience a wide range of musical styles through visits, visitors, streaming sessions, whole academy, class and choir groups within our OAT trust and the local community. We work alongside the Norfolk Music Hub and the Great Yarmouth Music Association to give our children as many musical opportunities as possible.