

South Marston Primary School

Music Overview – adapting to the Model Music Curriculum

Recorder (Class 3) Ukulele (Class 4) Percussion/ Glockenspiel (Class 2)

Glockenspiel (woven throughout the scheme – all year groups)

EYFS (explore and use of a range of instruments)

Use of the Charanga music scheme - <https://www.swindonmusicsonline.org/> (for main music lesson teaching). Planning, guidance and resources for lessons are found on this electronic scheme.

Use of the BBC Schools Music scheme – <https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg> (use resources to link with foundation subject lessons / cross-curricular links).

Use of the Model Music Curriculum document for guidance (although this is woven throughout the Charanga scheme) - [https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model Music Curriculum Full.pdf](https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf)

Titles of the below are taken from the Charanga Music Scheme -

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pre School <i>Use of the BBC Schools Scheme, Bring the Noise & original Charanga Music Scheme resources.</i>	BBC Schools – ‘Bring the Noise’ scheme - https://www.bbc.co.uk/teach/bring-the-noise/eyfs-early-years-music/zhm7wtv BBC Schools Radio music scheme - https://www.bbc.co.uk/teach/school-radio/eyfs-early-years/z6bgndr Term 2 - Christmas Nativity					
Class 1 <i>Use of the BBC Schools Scheme & original Charanga Music Scheme.</i>	Me! Developing singing.	Christmas Nativity Developing singing.	My Stories. Developing singing.	Everyone. Developing singing.	Our World. Developing singing.	Big Bear Funk. Developing singing.
BBC Schools Radio music scheme – to be used throughout the academic year (making links with EYFS topics and themes)						

<https://www.bbc.co.uk/teach/school-radio/eyfs-early-years/z6bgnd>

<p>Class 2 <i>Model Music Curriculum – Charanga Music Scheme.</i></p>	<p>My Musical Heartbeat (A)</p> <p>Pulse, Rhythm and Pitch (B)</p> <p>Developing singing.</p>	<p>Dance, Sing and Play (A)</p> <p>Playing in an Orchestra (B)</p> <p>Christmas Nativity</p> <p>Developing singing.</p>	<p>Exploring Sounds (A)</p> <p>Inventing a Musical Story (B)</p> <p>Developing singing.</p>	<p>Learning to Listen (A)</p> <p>Recognising Different Sounds (B)</p> <p>Developing singing.</p>	<p>Having Fun with Improvisation (A)</p> <p>Exploring Improvisation (B)</p> <p>Developing singing.</p>	<p>Let’s Perform Together (A)</p> <p>Our Big Concert (B)</p> <p>Developing singing.</p>
<p>Class 3 <i>Model Music Curriculum – Charanga Music Scheme.</i></p>	<p>Writing Music Down (A)</p> <p>Musical Structures (B)</p> <p>Developing singing.</p>	<p>Christmas Play</p> <p>Playing in a Band (A)</p> <p>Exploring Feelings When You Play (B)</p> <p>Developing singing.</p>	<p>Compose Using Your Imagination (A)</p> <p>Compose With Your Friends (B)</p> <p>Developing singing.</p>	<p>More Musical Styles (A)</p> <p>Feelings Through Music (B)</p> <p>Recorders</p> <p>Developing singing.</p>	<p>Enjoying Improvisation (A)</p> <p>Expression and Improvisation (B)</p> <p>Recorders</p> <p>Developing singing.</p>	<p>Opening Night (A)</p> <p>The Show Must Go On! (B)</p> <p>Recorders</p> <p>Developing singing.</p>
<p>Class 4 <i>Model Music Curriculum – Charanga Music Scheme.</i></p>	<p>Melody and Harmony in Music (A)</p> <p>Music and Technology (B)</p>	<p>Christmas Play</p> <p>Sing and Play in Different Styles (A)</p>	<p>Composing and Chords (A)</p> <p>Creative Composition (B)</p>	<p>Enjoying Musical Styles (A)</p> <p>Musical Styles Connect Us (B)</p>	<p>Freedom To Improvise (A)</p> <p>Improvising with Confidence (B)</p>	<p>Battle of the Bands (A)</p> <p>Farwell Tour (B)</p>

	Developing singing.	Developing Ensemble Skills (B) Developing singing.	Developing singing.	Developing singing.	Developing singing.	Developing singing.
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The following are to form, be incorporated into, and will naturally be part of music lessons: musical elements, musical families, naming and describing musical instruments, the orchestra, musical appreciation, musical language/terminology, listening and appraising skills, music from around the world/other cultures,

Musical experiences and opportunities planned across the year, including: *Swindon Music Service voice festivals, Christmas/nativity performances, assembly walking in music (exposes children to different genres and styles of music), outside visitors/workshops, weekly whole school singing assemblies, music/performing arts enrichment and theme days, choir and performing arts clubs, end of year concerts.*

The Charanga scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

Early Years Foundation Stage:

- Sing a large repertoire of songs.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1:

- 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.

Key Stage 2:

- 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.

Skill	KS1	LKS2	UKS2
Singing	Sing simple songs, chants and rhymes Sing a wide range of call and response songs Sing songs with a small pitch range Know the meaning of dynamics (loud/quiet) and tempo	Sing a widening range of unison songs of varying styles and structures with a pitch range tunefully and with expression. Perform forte/ piano, loud / soft. Walk, move or clap a steady beat with others Perform as a choir in school assemblies Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities
Listening	Listening to recorded performances understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Listening to recorded performances understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Listening to recorded performances understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
Composing	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	Become more skilled in improvising inventing short 'on-the-spot' responses to create music that has a beginning, middle and end. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches	Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book
Performing	<u>Pulse/Beat</u> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <u>Rhythm</u> Perform short copycat rhythm patterns accurately, led by the teacher. <u>Pitch</u> Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rain stick/shakers to depict a shower, recognise dot notation and match it to 3-note tunes played on tuned percussion	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Develop facility in the basic skills of a selected.	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.

The Model Music Curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship: • Singing • Listening • Composing • Performing/Instrumental Performance.