



Crompton Primary School

Music Overview



At Crompton Primary, we use Charanga Musical School to offer the children a consistent, high-quality offer for music in the classroom. Units are carefully selected and adapted by teachers to provide opportunities for all children to experience an engaging, fun and purposeful musical experience guided by our children's interests and needs. The Charanga scheme of work is used from Early Years to Year 6 to ensure a wide exposure to different genres of music with lots of practical opportunities to explore and develop as musicians and singers. Children participate in weekly singing assemblies, Christmas musical productions (EYFS, KS1 and KS2) and End of Year performances (Year 6). Crompton has a band, a choir and in recent years has worked with artists and performers.

By the time they leave, pupils will:

- Enjoy and appreciate different music styles
- Sing with confidence when performing on their own or with others
- Compose and perform music, in solo and ensemble contexts, using their voice and a variety of instruments with control
- Improvise and compose music for a range of purposes using their knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- Use and understand staff and other musical notations when performing and composing
- Have an understanding of musical composition and musical structures
- Listen closely in order to analyse and compare sounds and musical ideas across a range of music from different historical periods, cultures and genres. When analysing music, use knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- Have an understanding of the history of music

EYFS links

Expressive Arts and Design

Listen attentively, move to and talk about music, expressing their feelings and responses

Watch and talk about dance and performance art, 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

Being Imaginative and Expressive ELG

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

Learning progression

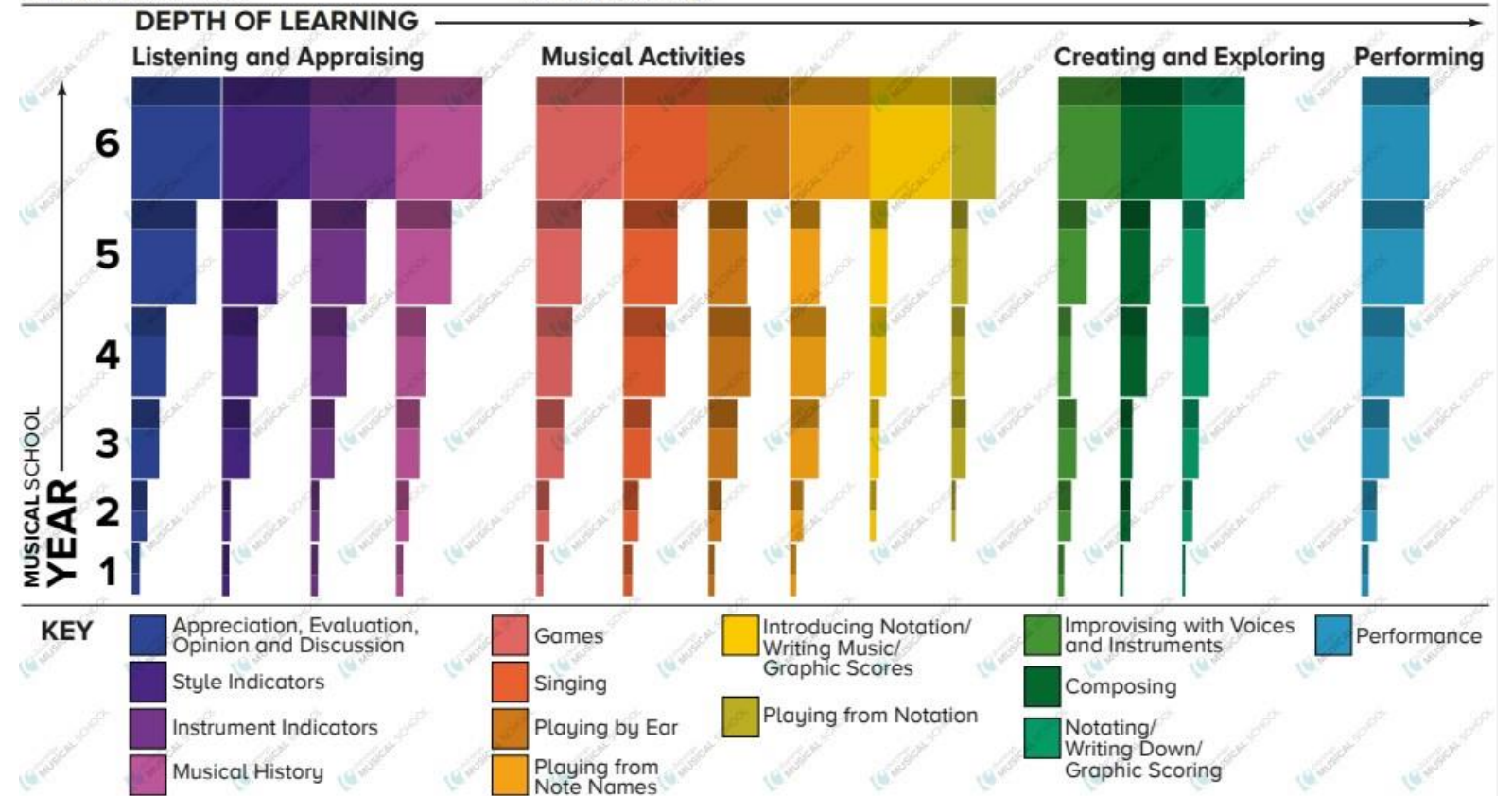
Depth of learning through Charanga Musical School

National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"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."



Music Progression Curriculum of Knowledge and Skills

National Curriculum Objectives	KS1 <ul style="list-style-type: none"> 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 interrelated dimensions of music 	KS2 <ul style="list-style-type: none"> 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 interrelated 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
--------------------------------	--	--

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Charanga Units	Hey You! Rhythm in The Way We Walk/The Banana Rap In the Grove Round and Round Your Imagination	Hands, Feet, Heart Ho, Ho, Ho I Wanna Play in a Band Zootime Friendship Songs	Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing us Together	Mamma Mia Glockenspiel 2 Stop! Lean On Me Blackbird	Livin' On a Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince of Bel-Air Dancing in the Street	Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music and Me

Listen and Appraise

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> To know 5 songs off by heart To know what the songs are about To know and recognise the sound and names of some of the instruments they use To know that songs have a musical style 		<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them To know the style of the five songs 		<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. 	
		<ul style="list-style-type: none"> To know some songs have a chorus or a response/answer part 	To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the structure of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song 			
					<ul style="list-style-type: none"> To know some of the style indicators of that song (musical characteristics that give the song its style) 	
						<ul style="list-style-type: none"> The historical context of the songs. What else was going on at this time?
Skills	<ul style="list-style-type: none"> To enjoy moving to music by dancing, marching, being animals or pop stars To learn how songs can tell a story or describe an idea 		<ul style="list-style-type: none"> Confidently identify and move to the pulse Think about what the words of a song mean Take it in turn to discuss how the song makes them feel Listen carefully and respectfully to other people's thoughts about the music 		<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. Talk about the music and how it makes you feel Listen carefully and respectfully to other people's thoughts about the music 	
			<ul style="list-style-type: none"> To talk about the musical dimensions in the Unit songs Try to use musical words when talking about the songs 		<ul style="list-style-type: none"> To talk about the musical dimensions working together in the Unit songs Use musical words when talking about the songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences 	

Interrelated dimension of music - Progression through Games

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat Know that we can create rhythms from words, our names, favourite food, colours and animals 		<ul style="list-style-type: none"> Know how to find and demonstrate the pulse 	<ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music 	Know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song 	

Knowledge	<ul style="list-style-type: none"> Rhythms are different from the steady pulse We add high and low sounds, pitch, when we sing and play our instruments 	<ul style="list-style-type: none"> Know the difference between pulse and rhythm Know how pulse, rhythm and pitch work together to create a song Know that every piece of music has a pulse/steady beat Know the difference between a musical question and an answer 	<ul style="list-style-type: none"> Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.</p> <p>Children will complete the following in relation to the main song: 1 – Have Fun Finding The Pulse! Choose an animal and find the pulse 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back 'la'</p>	<p>Using the Warm-up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <p>Children will complete the following in relation to the main song, using two notes:</p> <p>1. Find the Pulse 2. Rhythm Copy Back: Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups</p>	<p>Children will complete the following in relation to the main song, using three notes:</p> <p>Bronze Challenge</p> <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns <p>Silver Challenge</p> <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes <p>Gold Challenge</p> <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes 	

Singing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory To know that unison is everyone singing at the same time 	<ul style="list-style-type: none"> To confidently know and sing or rap 5 songs from memory To know that unison is everyone singing at the same time Songs include other ways of using the voice e.g. rapping (spoken word) To know why we need to warm up our voices. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice Texture: How a solo singer makes a thinner texture than a large group 		<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice 	
Skills	<ul style="list-style-type: none"> To learn about voices, singing notes of different pitches (high/low) in unison To learn that they can make different sounds with their voices – you can rap (spoken word with rhythm) To learn to find a comfortable singing position To stop and start singing when following a leader 		<ul style="list-style-type: none"> To demonstrate a good singing posture To follow a leader when singing To sing with awareness of being 'in tune' To have an awareness of the pulse internally when singing. To rejoin the song if lost To listen to the group when singing 			
			<ul style="list-style-type: none"> To enjoy exploring singing solo To sing in unison and in simple two-parts 		<ul style="list-style-type: none"> To experience rapping and solo singing To sing in unison and to sing backing vocals 	
Playing instruments						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> To learn the names of the notes in their instrumental part from memory or when written down To learn the names of the instruments they are playing (both untuned and tuned) 		<p>To know and be able to talk about</p> <ul style="list-style-type: none"> The instruments used in class Other instruments they might play or be played in a band or orchestra or by their friends. 		<p>To know and be able to talk about</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends 	

Skills	<ul style="list-style-type: none"> To treat instruments carefully and with respect To play a tuned instrumental part with the song they perform To learn to play an instrumental part that matches their musical challenge To listen to and follow musical instructions from a leader To play as part of your ensemble/group with sound-before symbol (by ear) approach. To experience leading by conducting the beat 	<ul style="list-style-type: none"> To treat instruments carefully and with respect To rehearse and perform their part within the context of the Unit song To listen to and follow musical instructions from a leader To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation
		<ul style="list-style-type: none"> To experience leading the playing by making sure everyone plays in the playing section of the song To play a musical instrument with the correct technique within the context of the Unit song To lead a rehearsal session

Improvisation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	--------	--------	--------	--------	--------	--------

Knowledge	<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> To know and be able to talk about Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before - it is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake
		<ul style="list-style-type: none"> To know that you can use some of the riffs you have heard in the Challenges in your improvisations
		<ul style="list-style-type: none"> To know three well-known improvising musicians

Skills	Use the improvisation tracks provided. Improvise using the three challenges:	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided to improvise using the Bronze , Silver or Gold Challenges.
	<p>1 Clap and improvise Listen and clap back, then listen and clap back your own answer (rhythm of words)</p> <p>2 Sing, Play and Improvise Use voices and instruments, listen and sing back, then listen and play back your own answer using one or two notes</p> <p>3 Improvise! Take turns to improvise using one or two notes</p>	<p>Bronze Challenge</p> <ul style="list-style-type: none"> Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note <p>Silver Challenge</p> <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes Play and Improvise – Using your instruments, listen and play your own answer using one or two notes Improvise! – Take it in turns to improvise using one or two notes <p>Gold Challenge</p> <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes Play and Improvise – Using your instruments, listen and play your own answer using two different notes Improvise! – Take it in turns to improvise using three different notes
		<p>1. Play and Copy Back</p> <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> Bronze – Improvise using one note. Gold – Improvise using three notes.

Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	--------	--------	--------	--------	--------	--------

Knowledge	<ul style="list-style-type: none"> Composing is like writing a story with music Everyone can compose 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some ways. It's like writing a story. It can be played or performed again to your friends Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
------------------	--	--	---

Skills	<ul style="list-style-type: none"> Learn how the notes of the composition can be written down and changed if necessary 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes Plan and create a section of music that can be performed within the context of the unit song Talk about how it was created Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song Explain the keynote or home note and the structure of the melody Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes 	<ul style="list-style-type: none"> Help create 3 simple melodies using one, three or five different notes. 	

Performance

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience A performance can be a special occasion and involve a class, a year group or a whole school an audience can include your parents and friends 		<p>To know and be able to talk about</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 		<p>To know and be able to talk about</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music 	
Skills	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it They can add their ideas to the performance Record the performance and say how they were feeling about it 		<ul style="list-style-type: none"> To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the best place to be when performing and how to stand or sit To record the performance and say how they were feeling, what they were pleased with what they would change and why Present a musical performance designed to capture the audience 		<ul style="list-style-type: none"> To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	

Key Musical Vocabulary – Words you will need to know

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Words in Bold might not have been introduced before.	<p>pulse, rhythm, pitch, melody, improvise, compose,</p> <p>perform, audience, song, composer</p> <p>singers, keyboard, glockenspiel, trumpet, saxophones, bass, guitar, drums, decks, rap, percussion, Blues, Baroque, Latin, Irish Folk, Funk, groove imagination.</p>	<p>pulse, rhythm, pitch, melody, dynamics, tempo, improvise, compose,</p> <p>perform/performance, audience, unison</p> <p>question and answer</p> <p>glockenspiel, Keyboard, drums, bass, electric guitar, saxophone, trumpet, percussion, rap, Reggae.</p>	<p>pulse, rhythm, riff, pitch, melody, dynamics, tempo, structure, intro/introduction, verse, chorus, hook, texture, improvise, compose,</p> <p>backing vocals, pentatonic scale, bass, drums, percussion, guitar, keyboard, synthesizer, electric guitar, organ, Reggae, disco, imagination</p>	<p>pulse, rhythm, riff, rhythm patterns, pitch, notation, melody, solo, dynamics, tempo, structure, unison, backing vocal, hook, texture, musical style, lyrics, by ear, improvise, compose, rapping, pentatonic scale, digital/electronic sounds, birdsong, keyboard, electric guitar, bass, drums, turntables, synthesizers, piano, organ, acoustic guitar, percussion, choreography, civil rights, racism, equality.</p>	<p>Pulse, backbeat, rhythm, riff, syncopation, pitch, notation, note names, note values, melody, solo, dynamics, tempo, structure, verse, hook, bridge, interlude, chorus, bass line, tag ending, texture, unison, harmony, timbre, improvise, compose, appraising, strings, piano, guitar, bass, amplifier, brass section, drums, synthesizer, deck, backing loops, scratching, Soul, groove, cover, ballad, Old-school Hip Hop, Rap, Rock, Bossa Nova, Swing, tune/head, Big bands, Funk</p>	<p>pulse, rhythm, riff, pitch, melody, tempo, dynamics, structure, hook, texture, unison, harmony, solo, phrases, ostinato, timbre, dimensions of music, style indicators, by ear, compose, improvise/improvisation cover, producer, groove, Neo Soul, Motown, Blues, Jazz, Urban Gospel, civil rights, gender equality,</p>

The Interrelated Dimensions of Music

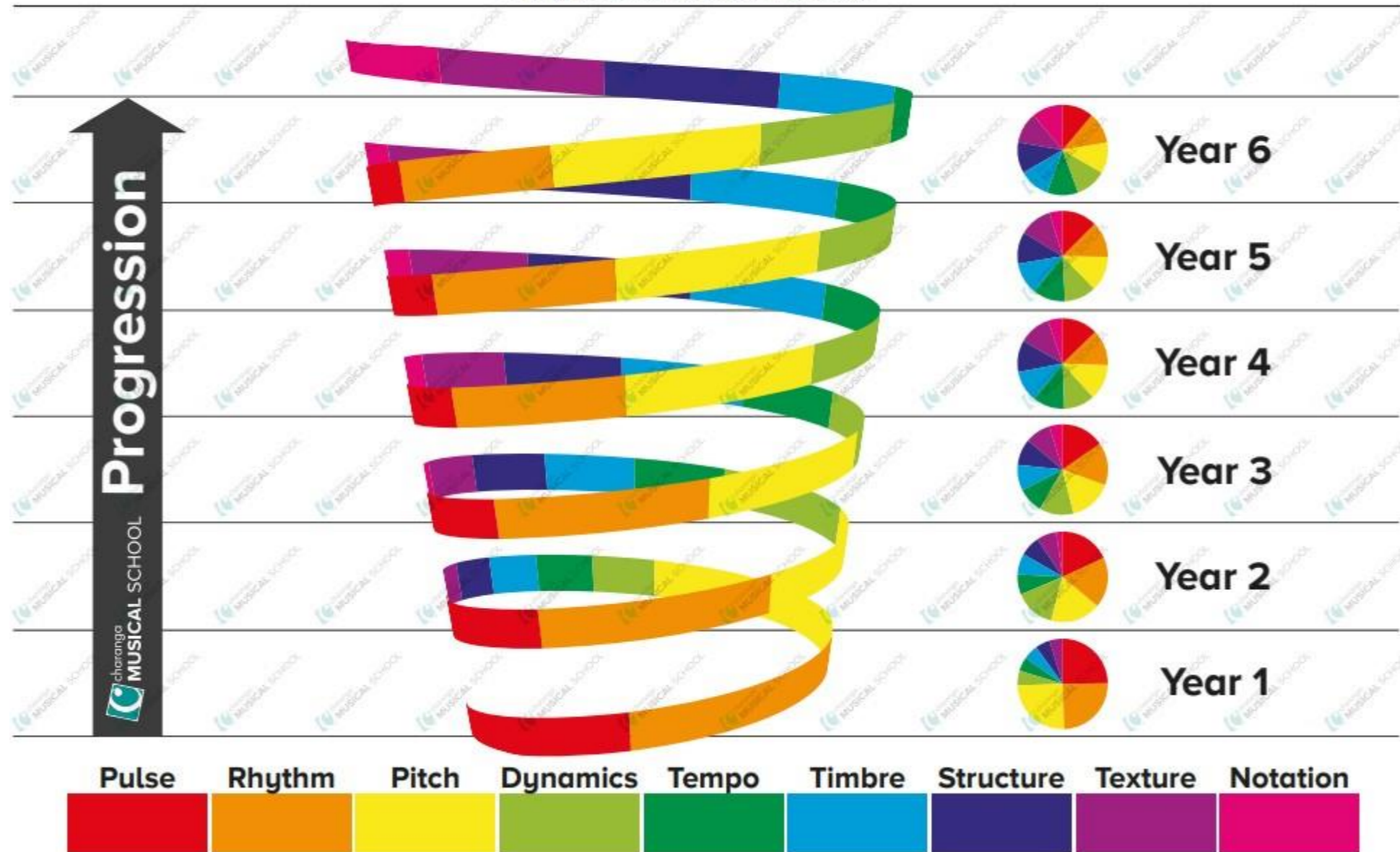
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



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. Solo singing versus harmony for example.

Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. **Notation** – the link between sound and symbol.

