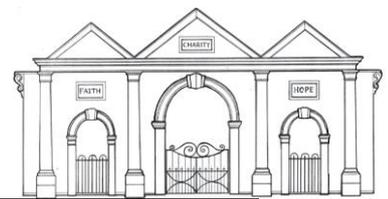


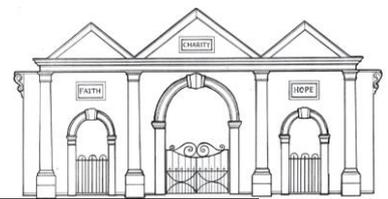
Music: Organisational Structure

Class				
Bumblebee class Yr. R/1	Big bear funk (R)	Everyone (R)	Rhythm in the way we walk -The banana rap (Y1)	Your imagination (Y1)
Hedgehog class Yr. 2/3	I Wanna Play in a Band (Y2)	Let Your Sprit Fly (Y3)	Friendship Song (Y2)	Three Little Birds (Y3)
Barn Owl class Yr. 4/5	Fresh Prince of Bel Air (Y5)	Livin' on a Prayer (Y5)	Mamma Mia (Y4)	Lean On Me (Y4)
Otter class Yr. 6	You've Got a Friend		Happy	



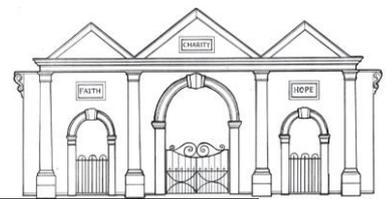
Title	Everyone (Year R in Charanga)
Overview	<p>This unit is cross-curricular and topic based, exploring family, friends, people and music from around the world which will be taught through a combination of child initiated and adult led activities. The children will be encouraged to listen to music and respond verbally and with movement, initially this will be child-led moving towards children being able to follow instruction. Children will be introduced to the language of pulse, rhythm and pitch.</p> <p>This unit of work will provide children with the opportunity to learn four nursery rhymes and two action songs. As we progress throughout the unit children will have the opportunity to use instruments alongside their singing.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them.
Vocabulary	Pulse, rhythm, pitch, nursery rhymes, some instrument names
Key Learning Objectives	<ul style="list-style-type: none"> • To respond to a piece of music either through movement or verbally. • To understand the term pulse in music and that it is the foundation of all music. • To understand the term rhythm and understand that it is made up of short and long sounds. • To understand that rhythm changes and pulse stays the same, like a heartbeat. • To understand the term pitch and that means it high or low sounds. • To understand that in order to sing a song we need pulse, rhythm and pitch. • To learn some instrument names and how to treat them carefully. • To learn to sing a song and perform it to an audience.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Listen to different types of music and respond through movement, e.g. dancing, marching. • Explore pitch through games and stories, e.g. can you imitate the sound of a fire engine? Animal sounds – a bee buzzing, an elephant trumpeting etc. • Children learn to sing nursery rhymes and action songs. What are the songs about? • Used tuned and untuned instruments to create sounds. Name the instruments and listen to the sounds they make. • To perform the song and record it. How did you feel about it?

Title	Big Bear Funk (Year R in Charanga)
Overview	<p>This unit is based on a song called Big Bear Funk which is a song that has been written for children to learn about, sing, dance and play Funk music. The children will listen and appraise other funk songs and will learn about the key elements of Funk music. Children will be taught to find the pulse of the song and demonstrate this through fun movements such as being a funky bear. This unit supports their understanding of rhythm and allows children the</p>



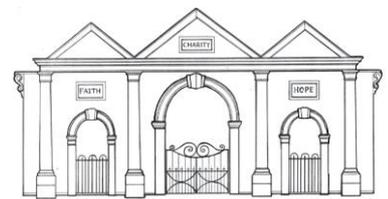
	<p>opportunity to practice this through, clapping and playing tuned and untuned instruments.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them.
Vocabulary	Pulse, rhythm, funk, listen and respond, some instrument names (glockenspiel)
Key Learning Objectives	<ul style="list-style-type: none"> • To understand what Funk music is. • To learn the song Big Bear Funk. • To listen and respond to other Funk music. • To listen to a rhythm and clap it back. • To play untuned instructions in rhythm with the song. • To play the notes, C and D on glockenspiels. • To perform the song Big Bear Funk.
Suggested Learning Experiences	<ul style="list-style-type: none"> • To learn the song. • To listen to other Funk music and respond to it. • To learn to sing and play together. • To learn to start and stop singing when following a leader. • To listen and clap back rhythms based on one/two syllable words. • To create your own rhythm for others to repeat. • To use the glockenspiels to play notes C and D. • To perform the song.

Title	Rhythm In The Way We Walk – The Banana Rap (Year 1 in Charanga)
Overview	<p>In this unit children will focus on two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). In the first half of the unit the children will focus on Reggae music. They will listen and appraise other artists including Gustav Holst and Mike Oldfield. The children will learn and perform Rhythm In The Way We Walk. The second half of the unit will be based around The Banana Rap. They will listen and appraise other artists including Pharrell Williams and The Beatles. The children will learn The Banana Rap. The children will have lots of opportunity for discussion around the different styles of music making comparisons. At the end of the unit the children will have the opportunity to perform the songs.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them.
Vocabulary	Reggae, rap, hip-hop, compare, style, rhythm
Key Learning Objectives	<ul style="list-style-type: none"> • To listen and appraise different artists. • To suggest some similarities and differences between the different styles of music. • To know you can make different sounds with your voice – e.g. sing, rap, say in a rhythm.



	<ul style="list-style-type: none"> • To understand how a song is put together. • To learn and perform Rhythm In The Way We Walk. • To learn and perform The Banana Rap.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Listen to and appraise different songs, looking for comparisons. • Say what they like and don't like about particular music. • Learn two songs Rhythm In The Way We Walk and The Banana Rap. • Perform these two songs, record and play back. Would could you add or change to make them better?

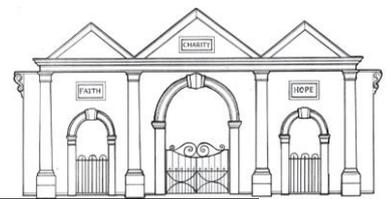
Title	Your Imagination (Year 1 in Charanga)
Overview	<p>In this unit children will learn songs about using your imagination. They will focus on learning one main song 'Your Imagination' and then each week listen to and appraise another song relating to using your imagination. These songs include 'Supercalifragilisticexpialidocious' (Mary Poppins), Pure Imagination (Willy Wonka & The Chocolate Factory soundtrack), 'Daydream Believer' (The Monkees), 'Rainbow Connection' (The Muppet Movie) and 'A Whole New World' (Aladdin). The children will use their imagination to create their own performance.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them. • Children represent their own ideas, thoughts and feelings through music.
Vocabulary	Listen and appraise, imagination, music style, instrument names, notes, improvisation, composing, performance, audience
Key Learning Objectives	<ul style="list-style-type: none"> • To learn to play notes C, G and E. • To learn to sing Your Imagination. • To listen and appraise songs. • To know improvising means making up on the spot. • To improvise with the song: using voices and instruments. • To know composing means writing a song (like a story with music) and anyone can do it. • To compose a song: using instruments. • To perform their own song.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Improvise with rhythm (clap back own answer to a rhythm), words or instruments (one or two notes). • Freedom to create own song. • Learn to sing the song as it is. • Compose a short part of a song, using up to 3 notes. Write it down so you can remember it or change it. • Use choreography with the song. • Choose and play instruments with the song.



Hedgehogs – Year 2/3

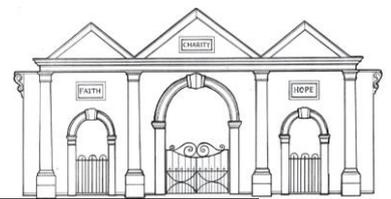
Title	I Wanna Play in a Band (Year 2 in Charanga)
Overview	This unit of work will provide the children the opportunity to learn about Rock music. They will spend the six weeks learning one song – ‘I Wanna Play in a Band’ in depth and will compare this song to five other well-known Rock songs. The children will learn to sing the song ‘I Wanna Play in a Band’ and will appraise this, and the other five Rock songs, using correct musical vocabulary. The children will learn how to recognise when a piece of music is in the style of ‘Rock’. They will also learn about key artists which include Queen, Deep Purple, Status Quo, Chuck Berry and The Beatles.
Vocabulary	Rock, pulse, rhythm, pitch, intro, verse, chorus, instruments, melody
Key Learning Objectives	<ul style="list-style-type: none"> • To compare ‘I Wanna Play in a Band’ with other Rock songs • To know the style indicators of Rock music and name some instruments used. • To understand how a song is put together e.g. Intro, Verse and Chorus. • To find the pulse in this song and compare this to the rhythm. • To learn to sing ‘I Wanna Play in a Band’ • To play musical instruments with the song and name the instruments. • To treat instruments with respect. • To learn to play the notes D and C (easy) and G, F and C (Medium) • To improvise with the song using clapping, singing and playing instruments (notes F and G). Discuss the pitch of the notes played. • To compose with the song and know what ‘compose’ means. • To perform the song – I Wanna Play in a Band.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Complete KWL Grids to assess children’s prior knowledge and progress. • Children to listen to and enjoy five well-known rock songs. • To learn to sing and play together. • To use glockenspiels and /or percussion instruments and their voices for improvisation (and discuss what improvisation is) • To perform ‘I Wanna Play in a Band’ • Film the children’s final performance

Title	Let Your Spirit Fly (Year 3 in Charanga)
Overview	In this unit of work the children will focus on R&B style music (Traditionally -- Rhythm and Blues but today is often used to describe African – American music) which combines Pop, Soul, Funk and Hip Hop. The children will learn the song – Let Your Spirit Fly. They will use this song to compare against other songs of a similar style. The children will learn about key artists which will include Kenneth Alford, Lionel Bart (Oliver!), Marvin Gaye and Barry White.
Vocabulary	R&B, Pop, Soul, Hip Hop, pulse, rhythm, pitch, intro, verse, chorus, instruments, melody
Key Learning Objectives	<ul style="list-style-type: none"> • To compare ‘Let Your Spirit Fly’ with other songs of the same style. • To know the style indicators of R&B music.



	<ul style="list-style-type: none"> • To understand how a song is put together e.g. Intro, Verse and Chorus. • To find the pulse in this song and compare to rhythm. • Listen to rhythm and clap back, copying short phrases based on words. Create your own rhythms. • To learn to sing 'Let You Spirit Fly' • To play musical instruments with the song. • To improvise with the song using clapping, singing and playing instruments using notes C and D • To compose with the song (using 2 notes – C, D, E) Learn the names of the notes. • Learn about ways of recording your compositions. • To perform the song – Let Your Spirit Fly
Suggested Learning Experiences	<ul style="list-style-type: none"> • Complete KWL Grids to assess children's prior knowledge and progress. • Listening to other songs from the same style. • Improvise and Compose • Singing in unison • Final Performance (and discuss what a performance is) • Film the children's final performance

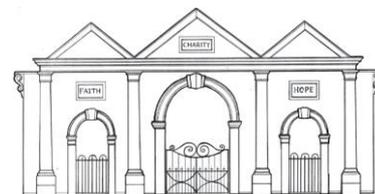
Title	Friendship Song (Year 2 in Charanga)
Overview	In this unit of work the children will learn songs about friendship. They will focus their learning on one main song – 'Friendship Song' and then each week listen and appraise another song relating to friendship. These songs include 'Count on Me' (Bruno Mars), We Go Together (Grease), You Give a Little Love (Bugsy Malone), That's What Friends Are For (Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John) and You've Got a Friend (Randy Newman). The children will use their imagination to create their own performance.
Vocabulary	Friendship, pulse, rhythm, pitch, instruments, melody, coda
Key Learning Objectives	<ul style="list-style-type: none"> • Listen to songs and discuss how they make you feel, listening with respect to others. • To learn to play the notes G and E (easy) E, G, A and B (Medium) • To use notes C&D to improvise and discuss improvisation • To learn to sing 'Friend Song' • Children to learn to sing in groups. • To play instruments in the 'Coda' part of the song • To perform as a class, with some children singing and some playing instruments. Listen to each other and follow a leader to stay in time and in tune. • To improvise with the Friendship Song in the 'Coda' section. • To create a class melody for the 'Coda' section. • To perform our own performance.



Suggested Learning Experiences	<ul style="list-style-type: none"> • Complete KWL Grids to assess children's prior knowledge and progress. • Own performance could include singing the song as it is, adding some choreography or singing the song and including one musical activity in the 'Coda' section (improvisation or composition) • Split the class into 3 groups to sing the two different parts and play instruments (Play written parts or compose using the compose tool or improvise as a group or with some solos). • Film the children's final performance and review it.
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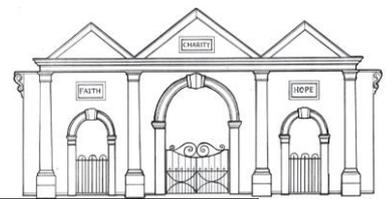
Title	Three Little Birds (Year 3 in Charanga)
Overview	In this unit, the children's learning will be focused around Reggae music, specifically the song 'Three Little Birds' by Bob Marley. They will listen and appraise other songs in the same style and will learn about the key elements of Reggae music (e.g. laid-back style). The children will learn one key song and use this to improvise and compose.
Vocabulary	Reggae, pulse, rhythm, pitch, instruments, melody, improvise, compose
Key Learning Objectives	<ul style="list-style-type: none"> • To enjoy moving to the music in different ways. • To learn the song – Three Little Birds by Bob Marley • To play musical instruments along with the song and name the instruments. • To listen and appraise other reggae style songs. Know some songs tell stories. • To find similarities and differences between songs, like different styles of singing/rapping, the pitch of the notes sung. • To learn to play the notes G and C (easy) and B and C (Medium) • To improvise with the song using notes C and D and discuss improvisation. • To compose with the song using 3 notes – C, D and E and discuss composition. • To perform Three Little Birds.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Complete KWL Grids to assess children's prior knowledge and progress. • To learn where (countries) Reggae music originated from. • To learn about Bob Marley. • Listening to other songs from the same style. • Improvise and Compose • Final Performance • Film the children's final performance and review it.

Barn Owls – Year 4/5



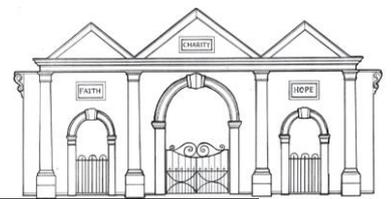
Title	Fresh Prince Of Bel Air Topic: Hip Hop (Year 5 in Charanga)
Overview	The aim of this topic is to learn listen and appraise the Fresh prince of Bel Air and other hip-hop tunes, discussing the main features, as well as similarities and differences from other genres. We will then move onto musical activities that will include; vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
Vocabulary	Rap, pitch, tempo, instrumental, synthesiser, scratching, decks, improvise, compose, perform.
Key Learning Objectives	<ul style="list-style-type: none"> • To learn the song, using choreography/movement to help me remember it. • To use classroom instruments to create an ensemble that engages the audience. • Understand some of the style indicators linked to this genre • Compare to other genres. • To know songs include different ways of using your voice (rapping). • Listen to rhythm and copy back. • Sing the song and play instrumental parts within the song, in time with the pulse. • Perform own composition within the song. • Prepare for the end-of-unit performance. Know a performance is sharing music with an audience. • To record and evaluate own performance.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Sing the song The Fresh Prince of Bel Air. Discuss that songs can tell a story or describe an idea. • Play instrumental parts and learn instrument names and how to treat them with respect. • Play own composition during the instrumental section of a track. • Sing and listen back, then copy with instruments. • Children will choreograph routine for a verse of the song, can they link this to a composition of music? • Children will compare songs such as.... Rapper's Delight by The Sugarhill Gang, U Can't Touch This by MC Hammer

Title	Livin' On A Prayer Topic: Classic Rock (Year 5 in Charanga)
Overview	The aim of this topic is to learn listen and appraise a range of rock songs including Livin' On A Prayer by Bon Jovi, We Will Rock You By Queen, Smoke On The Water by Deep Purple and more. We will discuss the key features of this genre and compare with Hip hop. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
Vocabulary	Instrumental, Wham bar, guitar, bass, instrumental, pitch, thickness, texture, tempo.



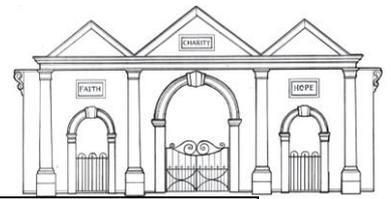
Key Learning Objectives	<ul style="list-style-type: none"> • To learn the song, using choreography/movement to help me remember it. • Use classroom instruments to create an ensemble that engages the audience. • Understand some of the style indicators linked to this genre • Compare to other genres • Sing and listen back, then copy with instruments. • Listen to rhythm and copy back, using the notes G and A. To know that pitch means how high or low a note is. • To create an 8-bar composition for your group to play with block notation or formal notation. • To be able to explain what composition is, and how to record a composition. • To perform composition within the song. • To prepare for the end-of-unit performance.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Warm up games that allow children to have fun while exploring the rhythm and pitch, including improvisation of rhythms, words and notes. Discuss meaning of improvisation – you can't be wrong! Better to improvise confidently with a few notes rather than many notes. • Learn to sing the song. • Add movement to the song to express how it makes you feel. • Rehearse the instrumental parts and play these when singing the song. • Compose your own piece of music to play within the performance (up to 3 notes) • Compare songs from the same genre looking for similarities and differences.

Title	Mamma Mia Topic: 70s Pop (Year 4 in Charanga)
Overview	The aim of this topic is to learn listen and appraise a range of Abba pop songs including Dancing Queen, Winner Takes It All, Waterloo and more. We will discuss the key features of this genre and compare with other genres we have studied. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
Vocabulary	Pop, hook, introduction, pre-chorus, chorus, verse, instruments, pitch, tempo
Key Learning Objectives	<ul style="list-style-type: none"> • To learn a song, using choreograph/movement to help me remember it and identifying the pulse. • Understand some of the style indicators linked to this genre • Compare to other genres and discuss how the songs make you feel, listening to others' ideas.



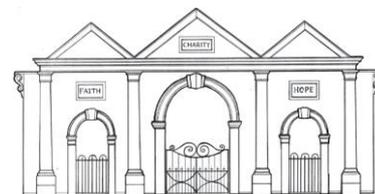
	<ul style="list-style-type: none"> • Use instruments to create an ensemble that engages the audience (recorder and glockenspiel) • Listen to rhythm and copy back, using instruments. Use the notes G, A, B. • To perform composition within the song. • To prepare for the end-of-unit performance.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Warm Up Games (including vocal warm ups) • Sing and listen back, then copy with instruments. • Flexible Games (optional extension work) • Learn to sing the song • Play instruments with the song and improvise with the song. • Compose with the Song • Comparing songs from the same genre looking for similarities and differences.

Title	Lean On Me (Bill Withers) Topic: Soul and gospel based songs (Year 4 in Charanga)
Overview	The aim of this topic is to learn listen and appraise a range of soul and gospel-based songs. These will include He Still Loves Me by Walter Williams and Beyoncé, Shackles by Mary Mary, Amazing Grace by Elvis Presley and many more. We will discuss the key features of this genre and compare with hip hop and rock. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
Vocabulary	Rhythm, pulse, tempo, pitch, thickness, texture, dynamics, ballad, instruments, genre, vocals, backing vocals.
Key Learning Objectives	<ul style="list-style-type: none"> • To learn a song, using choreography/movement to help me remember it. • To listen to others and watch a leader to keep in tune and in time. • To understand some of the style indicators linked to this genre. • To know a choir is a group of singers and a conductor is a musical leader. Discuss unison (singing together). • Compare to other genres • To use classroom instruments to create an ensemble that engages the audience. • To listen to rhythm and copy back with instruments, using the notes G, A and B. • To create an 8-bar composition for your group to play with block notation or formal notation. Decide on a suitable way to record the composition. • To perform composition within the song. • Prepare for the end-of-unit performance.
Suggested Learning Experiences	<ul style="list-style-type: none"> • Warm up games that allow children to have fun while exploring the rhythm and pitch. Know the difference between pulse (steady beat) and rhythm. Clap back and create your own rhythms.



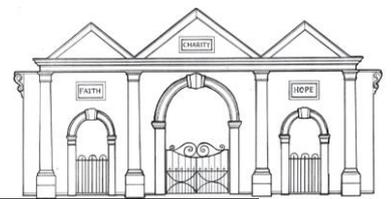
- Learning to sing the song. Discuss the need to warm up your voice and a comfortable singing position.
- Sing and listen back, then copy with instruments. Listen and play back your own musical answer.
- Add movement to the song to express how it makes you feel.
- Rehearse the instrumental parts and play these when singing the song (recorder and glockenspiel).
- Compose your own piece of music to play within the performance (up to 3 notes).
- Sing and play clearly with confidence in the performance. Decide best position to sit/stand.
- Record your performance and evaluate it.
- Comparing songs from the same genre looking for similarities and differences.

Otters – Year 6



Title	You've Got a Friend
Overview	In this unit of work, the children will learn the song You've Got a Friend by Carole King. They will learn the lyrics to the song as well as learning how to play the recorder and tin whistle accompaniment to the song. Within this unit, the children will appraise the song, reflecting on how it makes them feel and what they like about the song. They will also learn the structure and composition of You've Got a Friend – the children will be able to describe this using correct language. As well as listening to You've Got a Friend, the children will also be listening to and appraising other songs by Carole King such as The Loco-Motion, One Fine Day and Up On the Roof. They will make comparisons between these songs.
Vocabulary	Pulse, dimensions, rhythm, pitch, tempo, dynamics, texture, structure, A Capella, appraising, bridge, riff, chorus, verse, lyrics, ballad
Key Learning Objectives	<ul style="list-style-type: none"> • To compare You've Got a Friend with other songs by Carole King. Discuss when and why they were written. • To be able to find the pulse of a song • To be able to describe the rhythm and tone of a song • To learn to sing You've Got a Friend • To learn to play the recorder and tin whistle to the song You've Got a Friend • To improvise with the song by clapping the riffs or playing them on the recorder or tin whistle • To compose a riff to play to the song You've Got a Friend, using notes E, G, A, C and D. • To perform You've Got a Friend
Suggested Learning Experiences	<ul style="list-style-type: none"> • Start each session by listening and appraising You've Got a Friend or another song by Carole King/a song of a similar style. What instruments are used? • Make comparisons between the different songs and identify structure. • Sing the song You've Got a Friend. Discuss importance of warming up voice and having good posture. Be aware of others to be in tune and in time. • Learn to play the recorder/tin whistle to the song • Improvise and then compose a new riff to play to the song You've Got a Friend • Discuss composition – what it is, what elements you need to consider, how you could record it (notation) • Perform the song (singing and playing instruments) • Discuss what makes a good performance.

Title	Happy
Overview	In this unit, the children will study the song Happy by Pharrell Williams. They will learn about the genres of Pop and Motown. The children will think about the emotions that songs can make you feel and will appraise other Pop songs about being happy, such as Top of the World by The Carpenters and Walking on Sunshine by Katrina and The Waves. The children will build on their knowledge of musical terms such as pulse, rhythm and tone and will play



	<p>different games to help them identify these in different songs. After learning to sing the song, the children will learn how to play the glockenspiels to the song. Finally, they will have a go at composing their own riff for the song using their instrument.</p>
<p>Vocabulary</p>	<p>Pulse, dimensions, rhythm, pitch, tempo, dynamics, texture, structure, A Capella, appraising, bridge, riff, chorus, verse, lyrics, Motown, pop</p>
<p>Key Learning Objectives</p>	<ul style="list-style-type: none"> • To compare Happy to other Pop and Motown songs – compare lyrics meanings and link. • To know the style indicators of Pop and Motown music and link to historical context. • To compare Happy to other songs about being happy • Use musical words to describe songs and listen respectfully to others. • To be find the pulse of a song • To be able to describe the rhythm and tone of songs and how the musical elements work together. • To learn to sing the song, Happy • To play the glockenspiels to the song Happy • To compose a riff to play to the song, using notes A, G, B, C and E • To perform the song Happy – both singing and playing musical accompaniment
<p>Suggested Learning Experiences</p>	<ul style="list-style-type: none"> • Start each session by appraising either Happy, other Pop/Motown songs and other songs about being happy • Make comparisons between different songs – texture, dynamics, tempo, rhythm, pitch, timbre. • Copy back rhythms and invent rhythms as part of musical question and answer, keeping the pulse. • Sing the song Happy • Learn to play the glockenspiels to the song, Happy • Compose a new riff to the play to the song Happy • Discuss different ways of writing music down. • Perform the song (singing and playing instruments) • Record and evaluate own performance.