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| **Music Long-Term Plan 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**MUSIC INTENT**



**Curriculum Intent:** Equipping Children for a World of Possibilities.

**Music Subject Intent:**

We want children to experience a world of sounds and music and equip them with musical knowledge, skills and understanding in order to develop the musicians within them. Through music children develop confidence, togetherness and a sense of belonging. It can have a big impact on the well-being of children and through music children are able to share their feelings and emotions.

**MUSIC IMPLEMENT**



In Reception Music is usually taught weekly through short ten minute sessions four times a week following the online Charanga scheme. Children listen to and appraise a piece of music. They develop their knowledge of the interrelated dimensions of music and learn to sing and perform songs. They are introduced to percussion instruments and explore the sounds they make.

*Some of the activities and the way music will be taught, and when, will be adapted for safety reasons. Some of the ten minute sessions will be replaced with specific hall time to allow smaller groups of children to take part in the singing activities in a safer environment.*

Throughout the year children are also taught additional teacher planned lessons to further develop their knowledge of rhythm and promote sound exploration. These lessons match the themes and have a purposeful outcome. Children learn new songs throughout the year, particularly when they are needed for performances at Christmas time and for their Mother's Day assembly.

In Year 1 and 2, children also access the online Charanga scheme in a set music session once a week. They will complete at least three units of work throughout the year, including learning to play a tuned instrument. The Charanga units of work are designed to be taught over 6 weeks/steps. All the learning is usually focused around one song. The Charanga units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Each unit of work comprises the strands of musical learning which correspond with the national curriculum for music. All musical learning in this Scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning; they are musical building blocks. It is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked in a spiral of learning.

*Some of the activities and the way music will be taught, and when, will be adapted for safety reasons. Some of the sessions may be able to take place in the hall or outside to allow groups of children to take part in the singing activities in a safer environment.*

In Year 1 children will learn how to play the glockenspiel. They will have access to their own instrument and will use Charanga resources to support the learning.

In Year 2 children will learn how to play the recorder. Each child will be given their own recorder that they will always use. They will initially use charanga resources to support the learning but may move on to using additional resources.

As part of developing children's listening and appraising skills, children are asked to comment and give their opinions on music listened to from the Charanga scheme. A display showing this can be seen in all year groups for children to refer back to and further comment on.

Children usually have the opportunity to be part of a singing club in school where they learn new songs and singing techniques and at times play instruments too.

All children usually perform in Christmas productions and class assemblies. KS1 take part in a Harvest Assembly and Year 2 put on an end of year concert in the Summer term.

Year 2 children are also invited to participate in a local schools music concert organised by the music subject leaders. They learn a variety of songs and perform them at a concert at The Temple Speech Rooms in Rugby at the end of the Summer term.

We think it is important that children are also given opportunities to experience live music so we invite in musicians and singers at least once a year to provide children with these inspiring experiences.

All children can have access to online learning resources at home through Charanga home learning. The Musical School Scheme At Home Yumu Package supports the learning taking place in the classroom. The packages available include all the resources from the unit to allow teachers to set appropriate tasks for the children.

**Music Long-term Plan**



Reception

Where this fits with the EYFS curriculum (Development Matters 2020 and Early Learning Goals ELG Early adopters):

Expressive Arts and Design Development Matters Three and Four Year Old statements

* 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 tune 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.

Expressive Arts and Design Development Matters Reception statements:

* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching 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 the music.

| Autumn | Spring | Summer |
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| Charanga  Musical learning focus:   * Listening and responding to different styles of music. * Embedding foundations of the interrelated dimensions of music. * Listening to, learning to sing or sing along with nursery rhymes and action songs. * Improvising leading to playing classroom instruments. * Share and perform the learning that has taken place.   Autumn 1: Me!,  1. Listen and Respond to a different style of music each week/step  2. Explore and Create (pulse, rhythm, pitch) - initially using voices only. but building to using classroom instruments too.  3. Sing and play - nursery rhymes and action songs - building to singing and playing  4. Share and Perform.  Assessment:   1. Listen and respond to different styles of music. 2. Understand more about pulse. pitch and rhythm. 3. Learn about pulse and find the pulse in a piece of music. 4. Learn about pitch and listen for high and low sounds. 5. Learn about rhythm and copy a rhythm. 6. Sing along with nursery rhymes and action songs. 7. Share and perform the learning that has taken place.   Autumn 2: My Stories (Listen and respond only).  Additional school planned learning: Theme: Let's put on a show! (Autumn 2)  Developing singers. Learning and performing songs for a concert. | Charanga  Musical learning focus:   * Listening and responding to different styles of music. * Embedding foundations of the interrelated dimensions of music. * Learning to sing or sing along with nursery rhymes and action songs. * Improvising leading to playing classroom instruments. * Singing and learning to play instruments within a song. * Share and perform the learning that has taken place.   Spring 1: Everyone!  1. Listen and Respond to a different style of music each week/step  2. Explore and Create (pulse, rhythm, pitch) - initially using voices only. but building to using classroom instruments too.  3. Sing and play - nursery rhymes and action songs - building to singing and playing  4. Share and Perform.  Spring 2: Our World  1. Listen and Respond to a different style of music each week/step  2. Explore and Create - using voices and classroom instruments  3. Sing and Play - nursery rhymes and action songs  4. Share and Perform  Additional school planned learning: Theme: Animals (Pets Spring 1, Wild animals Spring 2)  Animal rhythms - developing knowledge of rhythm patterns through animal names. | Charanga  Summer 1: Big Bear Funk  Transition unit preparing for Year 1.  Musical learning focus:   * Listening and appraising Funk music * Embedding foundations of the interrelated dimensions of music using voices and instruments * Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs * Playing instruments within the song * Improvisation using voices and instruments * Riff-based composition * Share and perform the learning that has taken place   1. Listen and Appraise a different piece of Funk music each week/step  2. Explore and Create using voices and classroom instruments  3. Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs  4. Share and Perform  Summer 2: Reflect, Rewind and Replay  Transition unit preparing for Year 1.  Consolidate learning and perform.  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.  1. Listen and Appraise a different piece of music each week/step  2. Explore and Create using voices and classroom instruments  3. Sing and Play by revisiting a selection of nursery rhymes and action songs  4. Share and Perform  Additional school planned learning: Theme: Stories  Children explore sounds further and learn to create sound effects for stories. |

Key Stage 1

Key Stage 1 National Curriculum Music statements

Subject content

Key stage 1Pupils should be taught to:

* use their voices expressively and creatively by singing songs and speaking chants and rhymes.
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 1

| Charanga  Autumn 1: Hey You!  Musical learning focus:  1. Listen and Appraise the song Hey You! and other Hip Hop songs.  2.Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups)  b. Flexible Games (optional extension work)  c. Learn to Sing the Song  d. Play Instruments with the Song  e. Improvise with the Song (and optional extension activities)  f. Compose with the Song  3.Perform the Song - perform and share your learning as you progress through the Unit of Work  Autumn 2: Rhythm In The Way We Walk and The Banana Rap  Steps 1 - 3  Learn the song Rhythm In The Way We Walk, an action song about the interrelated dimensions of music.  Steps 4 - 6  Learn The Banana Rap, an action song/rap about the dimensions of music but focussing on pitch.  Musical learning focus:  1. Listen and Appraise  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Flexible Games  b. Learn to Sing the Song: Vocal warm-ups and singing  3. Perform the Song - perform and share your learning as you progress through the Unit of Work.  Harvest Assembly  Christmas Concert | Charanga  Spring 1: In The Groove  Musical learning focus:  1.Listen and Appraise the song In The Groove and other songs in other styles.  2.Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups)  b. Flexible Games (optional extension work)  c. Learn to Sing the Song( in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk)  d. Play Instruments with the Song  e. Improvise with the Song (and optional extension activities)  f. Compose with the Song  3.Perform the Song - perform and share your learning as you progress through the Unit of Work  Spring 2: Round And Round  Musical learning focus:  1. Listen and Appraise the song Round And Round and other songs in other styles.  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups)  b. Flexible Games (optional extension work)  c. Learn to Sing the Song  d. Play Instruments with the Song  e. Improvise with the Song (and optional extension activities)  3. Perform the Song - perform and share your learning as you progress through the Unit of Work. | Charanga  Summer 1: Your Imagination  Musical learning focus:  1. Listen and Appraise the song Your Imagination and other songs about using your imagination.  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups).  b. Flexible Games (optional extension work).  c. Learn to Sing the Song - step-by-step manageable learning chunks spread  over the 6 steps. Or, the whole song so you can decide when to learn each section during the 6 steps.  d. Option: Play Instruments with the Song. Play the given parts or your own compositions/improvisations over the coda (the end section of the song, you will see it named on the screen) section of the song.  e. Option: Improvise with the Song (over the coda section of the song).  f. Option: Compose with the Song (over the coda section of the song). As a class, you may want to write your own lyrics where you split into 2 groups  to sing and copy back. Or, using the given notes, create a group  composition.  3. Perform the Song  Summer 2: Reflect, Rewind and Replay  Consolidate learning and perform.  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. Musical learning focus:  * Listen and Appraise Classical music * Continue to embed the foundations of the interrelated dimensions of music using voices and instruments * Singing * Play instruments within the song * Improvisation using voices and instruments * Composition * Share and perform the learning that has taken place |
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| Assessment | | |
| AUTUMN | SPRING | SUMMER |
| Statements relating to listening to music. | | |
| 1. I can express my opinion about a piece of music. | 1. I can express ideas relating to a piece of music e.g. how it makes me feel, what I imagine. | 1. I begin to recognise and name some instruments being played in a piece of music. |
| Statements relating to performing. | | |
| 2. I can learn new songs to sing.  3. I can rap and sing in time to the music.  4. I can find the pulse in a song.  5. I can play a note accurately and in time. | 2. I can perform with a good sense of beat.  3. I can play instruments quickly and slowly (tempo).  4. I can play instruments loudly and quietly (dynamics).  5. I can perform with others in an ensemble. | 2. I can sing in unison with others.  3. I know what pulse is.  4. I can talk about the sounds instruments make.  5. I can play tuned and untuned instruments along to songs. |
| Statements relating to composing. | | |
| 6. I can copy back a rhythm. | 6. I can improvise with notes I have learnt to play and begin to compose simple tunes using two or more notes. | 6. I can create my own rhythms. |

Year 2

| Charanga  Autumn 1: Hands, Feet, Heart!  Musical learning focus:  1. Listen and Appraise the Hands, Feet, Heart a song that celebrates South African music.  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups)  b. Flexible Games (optional extension work)  c. Learn to Sing the Song  d. Play Instruments with the Song  e. Improvise with the Song (and optional extension activities)  f. Compose with the Song  3. Perform the Song - perform and share your learning as you progress through the Unit of Work.  Autumn 2: Ho Ho Ho  Musical learning focus:  1. Listen and Appraise the Ho Ho Ho a Christmas song.  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Flexible Games  c. Learn to Sing the Song: Vocal warm ups and singing.  d. Play Instruments with the Song  3. Perform the Song - perform and share your learning as you progress through the Unit of Work.  Harvest Assembly  Christmas Concert | Charanga  Spring 1: I Wanna Play In A Band  Musical learning focus:  1. Listen and Appraise the I Wanna Play In A Band a Rock song for children.  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups)  b. Flexible Games (optional extension work)  c. Learn to Sing the Song  d. Play Instruments with the Song  e. Improvise with the Song (and optional extension activities)  f. Compose with the Song  3. Perform the Song - perform and share your learning as you progress through the Unit of Work  Spring 2: Zootime  Musical learning focus:  1. Listen and Appraise Zootime a Reggae song for children  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups)  b. Flexible Games (optional extension work)  c. Learn to Sing the Song  d. Play Instruments with the Song  e. Improvise with the Song (and optional extension activities)  f. Compose with the Song  3. Perform the Song - perform and share your learning as you progress through the Unit of Work. | Charanga  Summer 1: Friendship Song  Musical learning focus:  1. Listen and Appraise the Friendship Song and other songs about friendship.  2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:  a. Warm-up Games (including vocal warm-ups)  b. Flexible Games (optional extension work)  c. Learn to Sing the Song (there are 2 parts in the coda - the end section of the song)  d. Option: Play Instruments with the Song: with or without notation (over the coda section)  e. Option: Improvise with the Song: using voices and instruments (over the coda section)  f. Option: Compose with the Song: using instruments (over the coda section)  3. Perform the Song - perform and share your learning as you progress through the Unit of Work  Summer 2: Reflect, Rewind and Replay  Consolidate learning and perform.  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.  Musical learning focus:   * Listen and Appraise Classical music * Continue to embed the foundations of the interrelated dimensions of music using voices and instruments * Singing * Play instruments within the song * Improvisation using voices and instruments * Composition * Share and perform the learning that has taken place   End of Year Concert  Schools cluster singing concert. |
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| Assessment | | |
| AUTUMN | SPRING | SUMMER |
| Statements relating to listening to music. | | |
| 1. I can express my opinions and ideas about a piece of music and develop my reasons. | 1. I can use a growing vocabulary of musical language when talking about the music I hear. | 1. I begin to recognise different genres of music. |
| Statements relating to performing. | | |
| 2. I can perform with expression when singing.  3. I know what rhythm is.  4. I can combine long and short sounds to create rhythms with my voice, body percussion and instruments.  5. I can experiment with, create, select and combine long and short sounds (rhythm) and high and low sounds (pitch). | 2. I can perform with a good sense of rhythm.  3. I can change the tempo (speed) while playing an instrument.  4. I can change the dynamics (volume) while playing an instrument.  5. I am aware of others when performing in an ensemble. | 2. I can start to sing songs with two or more parts.  3. I begin to be able to sing in tune songs with a limited range.  4. I understand that songs have a musical style.  5. I can create sound effects using instruments. |
| Statements relating to composing. | | |
| 6. I can create my own rhythms for others to copy back. | 6. I can compose a simple tune using three or more notes and can write down the composition using symbols, pictures or patterns. | 6. I can create a simple melody using simple rhythms and use as part of a performance. |