

## Music Curriculum Map

The Charanga Scheme of Work is used to support our planning and teaching of Music at Cuffley School.

**The National Curriculum aims for Key Stage 1 and Key Stage 2 are:**

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

<b>Nursery</b>	<b>Curriculum content (Development Matters) Expressive arts and design:</b>					
	<ul style="list-style-type: none"> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p>The following areas of learning below interlink with the Nursery music curriculum:</p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs. (Communication and language (C&amp;L)</li> <li>• Use longer sentences of four to six words. (C&amp;L)</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&amp;L)</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Personal, social and emotional development (PSED)</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Physical development (PD)</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
<b>I can sing a song!</b>	<b>I can sing a song!</b>	<b>I can hear sounds</b>	<b>I can hear sounds</b>	<b>I am a musician</b>	<b>I am a musician</b>	
In this unit of work the children will be	In this unit of work the children will	In this unit of work, the children will	In this unit of work the children will	In this unit of work the children will	In this unit of work the children will	

	<p>introduced to a range of nursery rhymes. A large repertoire of nursery rhymes and songs will be taught throughout the year based upon the topics of learning.</p> <p>I can remember and sing entire songs (EAD)</p> <p>I can sing a large repertoire of songs (C&amp;L)</p>	<p>continue to learn to sing nursery rhymes and in this half term the children will learn and perform songs for a Christmas production. The children will learn a range of call and response songs and will begin to explore using their voice to create different pitches with support from adults.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match') (EAD)</p> <p>I can sing the melodic shape (moving melody, such as, up and down, down and up of a familiar song). (EAD)</p>	<p>listen to a range of music from different genres and cultures and comment upon the different sounds they hear whilst listening.</p> <p>I can listen to music with increased attention to sounds. (EAD)</p> <p>I can speak in longer sentences of four to six words. (C&amp;L)</p> <p>I can express my point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&amp;L)</p>	<p>continue to listen to music from a range of different genres and cultures and they will be able to express their thoughts upon what they have heard. The children will begin to express their feelings towards the music they hear through dance and movement.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings. (EAD)</p> <p>I can express my point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&amp;L)</p> <p>I can speak in longer sentences of four to six words. (C&amp;L)</p> <p>I can talk about my feelings using words like 'happy', 'sad',</p>	<p>begin to explore playing musical instruments. They will learn the names of the instruments and discuss what sounds and noises they make. The children will learn about traditional African music and the instruments used in this genre of music.</p> <p>I can play instruments with increasing control to express my feelings and ideas. (EAD)</p>	<p>continue to play and explore different musical instruments and will begin to create their own songs and this could be based upon the repertoire of songs taught throughout the nursery year.</p> <p>I can create my own songs or improve a song based on one I already know. (EAD)</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD)</p>
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				'angry' or 'worried'. (PSED)		
<b>Assessment:</b>	Singing		Listening and appraising		Playing Instruments	Overall judgement

<b>Reception</b>	<b>Curriculum content (Development Matters [DM] &amp; Early Learning Goals [ELG]):</b>					
	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses (DM)</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses (DM)</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody (DM)</li> <li>Explore and engage in music making and dance, performing solo or in groups (DM)</li> <li>Sing a range of well-known nursery rhymes and songs (ELG)</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG)</li> </ul> <p>The following areas of learning below interlink with the Reception music curriculum:</p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound. Communication and language (C&amp;L)</li> <li>Learn rhymes, poems and songs. (C&amp;L)</li> <li>Articulate their ideas and thoughts in well-formed sentences. (C&amp;L)</li> <li>Express their feelings and consider the feelings of others. Personal, social and emotional development (PSED)</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
	<b>Me!</b>	<b>My stories</b>	<b>Everyone</b>	<b>Our world</b>	<b>Big bear funk</b>	<b>Reflect, rewind and replay</b>
	This unit of work is all about me and explores the concept of how we are all different and unique. The focus in this unit will be introducing the children to a range of songs and nursery rhymes. A large repertoire of nursery rhymes and songs will be taught	This unit of work is based on exploring stories that songs and music can tell. The focus in this unit will be learning to sing songs in unison and creating and adding actions to the songs.  I can sing in a group or on their own, increasingly	This unit of work is based on the discussion of who is significant to us and where these people live. The unit explores communities from around the world and the importance of friendship. The focus in this unit will be children express their feelings	This unit of work is based on the natural world around us focusing on animals from around the world, the weather and seasons of the year. The children will listen to a range of songs and they will discuss how it makes them feel using the zones of emotional	This unit of work introduces the children to funk music. Therefore this unit is designed to prepare the children for the transition to KS1 music. The focus in this unit will be supporting the children in performing the songs they have	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs. The focus in this unit will be supporting the children in performing the

	<p>throughout the year based upon the topics of learning.</p> <p>Sing a range of well-known nursery rhymes and songs (EAD)</p> <p>Learn rhymes, poems and songs. (C&amp;L)</p> <p>I can begin to sing the song in unison with support. (Charanga)</p>	<p>matching the pitch and following the melody. (EAD)</p> <p>I can sing the song in unison with support. (Charanga)</p> <p>I can use actions or substitute a word in some sections. (Charanga)</p>	<p>through dance and movement.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. (C&amp;L)</p> <p>I will listen to music and responding through dancing or other movements. (Charanga)</p>	<p>regulation.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Articulate their ideas and thoughts in well-formed sentences. (C&amp;L)</p> <p>I enjoy listening to the music and responding through dancing or other movements. (Charanga)</p>	<p>learnt throughout the year.</p> <p>Explore and engage in music making and dance, performing solo or in groups. (EAD)</p> <p>I can choose one of the songs and perform it with the actions we have created. (Charanga)</p>	<p>songs they have learnt throughout the year.</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (EAD- ELG)</p> <p>I can choose one of the songs and perform it with the actions we have created. (Charanga)</p> <p>I can listen back to my performance. (Charanga)</p>
<b>Assessment:</b>	Singing	Singing	Listening and appraising	Listening and appraising	Performance	Overall judgement

<b>Key Stage 1</b>	<b>Curriculum content (National Curriculum):</b>					
	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>					
<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>

	<p><b>Hey you!</b></p> <p>In this unit of work is based upon the hip hop song hey you. The song contains two different vocal styles rapping and singing. The children will be focusing on listening and appraising a range of different songs.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. (NC)</p> <p>I can find the pulse whilst listening to the songs in the unit. I can describe what the pulse is. (Charanga)</p> <p>I can recognise and name two or more instruments in the song. (Charanga)</p>	<p><b>Rhythm in the way we walk and banana rap</b></p> <p>In this unit of work the children will work on developing their vocal skills. In the first three lessons the children will learn reggae song focusing on the development of rhythm, pitch and pulse. In the final two lessons the children will learn a hip hop song based upon rap music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (NC)</p> <p>I can sing and rap in time with the music. (Charanga)</p> <p>I am beginning to understand that pitch is high and low sounds. (Charanga)</p>	<p><b>In the groove</b></p> <p>In this unit of work the children will discover a range of musical styles. In each lesson the children will sing the unit song in the groove in the following different styles Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>Play tuned and untuned instruments musically. (NC)</p> <p>I can play accurately and in time as part of a performance with guidance from an adult. (Charanga)</p> <p>I can play the note C on a tuned instrument. (Charanga)</p>	<p><b>Round and Round</b></p> <p>In this unit of work the children listen and learn a song called round and round which is a Bossa Nova Latin style. The children will focus on three elements of music which are rhythm, pitch and pulse.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)</p> <p>I can improvise as part of a performance and I may use the note D on a tuned instrument to do this. (Charanga)</p>	<p><b>Your imagination</b></p> <p>In this unit of work the children will let their imagination take them on a creative journey. The children will have the opportunity to write their own lyrics, play instrumental parts of the song and create their own dance routines.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music (NC)</p> <p>I will experiment with creating sounds using my knowledge of pitch and rhythm.</p>	<p><b>Reflect, rewind and replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>
<b>Assessment</b>	Listening and appraising	Singing	Playing instruments	Improvisation	Composition	Overall judgement
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

	<p><b>Hands, feet heart</b></p> <p>This unit of work is based upon music from South-Africa. The children will listen to and perform a song called hands heart feet by Joanna Mangona.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. (National Curriculum link)</p> <p>I can find the pulse whilst listening and appraising. (Charanga)</p> <p>I can recognise and name many of the instruments used in the piece of music. (Charanga)</p>	<p><b>Ho ho ho</b></p> <p>This unit of work is based upon a fun Christmas song called 'ho, ho, ho'. This song contains two vocal styles for the children to explore singing and rapping.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (National Curriculum link)</p> <p>I can use my voice expressively and creatively to sing and rap together in time. (Charanga)</p>	<p><b>I wanna play in the band</b></p> <p>This unit of work is based upon rock music. The children will learn to sing a rock song and listen and discuss the different musical instruments heard in rock music.</p> <p>Play tuned and untuned instruments musically. (National Curriculum link)</p> <p>I can independently play accurately and in time using tuned and untuned instruments. (Charanga)</p> <p>I can play the note C and D on a tuned instrument. (Charanga)</p>	<p><b>Zootime</b></p> <p>This unit of work is based upon reggae music which originated in Jamaica in the late 1960's.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music (National Curriculum link)</p> <p>I can improvise as part of a performance. I may use the note C or C and D on a tuned instrument to do this. (Charanga)</p>	<p><b>Friendship songs</b></p> <p>This unit is based upon music that makes you want to dance. The children will listen to a range of music from different genres, for example, rock and jazz and design their dances.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music (National Curriculum link)</p> <p>I can create a simple melody using simple rhythms, and use it as part of the performance. (Charanga)</p>	<p><b>Reflect, rewind and replay</b></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>
<b>Assessment:</b>	Listening and appraising	Singing	Playing instruments	Improvisation	Composition	Overall judgement

<b>Key Stage 2</b>	<p><b>Curriculum content:</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>
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	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>					
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
	<p><b>Let your spirit fly</b></p> <p>This unit is based upon a gentle rhyme blue song which contains two vocal parts. The children will learn to use their voice to show expression.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (NC)</p> <p>I can use expression in my voice when I sing.</p> <p>I can sing in unison and in two parts. (Charanga)</p>	<p><b>Glockenspiel Stage 1</b></p> <p>This unit is based on developing the children's ability to play musical instruments. Musical notation will be introduced and games and quizzes will support the children's knowledge about how music is written down.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (NC)</p> <p>Use and understand staff and other musical notations. (NC)</p>	<p><b>Three Little Birds</b></p> <p>This unit is based upon reggae music which originated in Jamaica in the late 1960's. The learning is based upon popular reggae songs by Bob Marley.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. (NC)</p> <p>I can identify the piece's structure, for example, Introduction, chorus and verse. (Charanga)</p> <p>I can identify the instruments and voices in the song. (Charanga)</p> <p>I can find the pulse in the song I am</p>	<p><b>The dragon song</b></p> <p>This unit is based upon an animal fable where the animal is giving the children an important message of how to be a good friend.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (NC)</p> <p>I can use improvisation as part of a performance. I may use G, A and B on a tuned instrument to do this. (Charanga)</p>	<p><b>Bringing us together</b></p> <p>This unit is based upon learning to sing songs from a range of genres. In this unit the children will learn to sing a gospel song, modern jazz song and a hip hop song.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (NC)</p> <p>I can compose a simple melody using simple rhythms and use this as part of a performance. I will use the notes C, A and G on a tuned instrument. (Charanga)</p>	<p><b>Reflect, rewind and replay</b></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>Develop an understanding of the history of music (NC)</p>

		<p>I can play instrumental parts accurately and in time as part of the performance. (Charanga)</p> <p>I can learn to play tunes, for example, easy E, strictly D and play the music. (Charanga)</p> <p>I will begin to learn to read music. (Charanga)</p>	listening to. (Charanga)			
<b>Assessment:</b>	Singing	Playing musical instruments	Listening and appraising	Improvisation	Composition	Overall judgement
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
	<p><b>Mamma Mia</b></p> <p>This unit is based on timeless pop songs written by ABBA in the 1970's.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p>	<p><b>Glockenspiel Stage 2</b></p> <p>This unit is based on developing the children's ability to play musical instruments. Musical notation will be introduced and games and quizzes will support the children's knowledge about how music is written down.</p> <p>Play and perform in solo and ensemble</p>	<p><b>Stop!</b></p> <p>This unit is based on the rap stop which the children will learn and perform. This rap is an anti-bullying rap and speaks about the importance of kindness.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. (National Curriculum link)</p>	<p><b>Lean on me</b></p> <p>This unit is based on the soul/ gospel song "Lean on Me" by Bill Withers.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can improvise in the lesson and as part of the performance. I may</p>	<p><b>Blackbirds</b></p> <p>This unit is based upon learning to sing songs from a range of genres.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can compose a simple melody using simple rhythms using it as part of</p>	<p><b>Reflect, rewind and replay</b></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>Develop an understanding of the</p>

	<p>I can sing in unison. (Charanga)</p> <p>I can sing with expression and control in my voice. (Charanga)</p>	<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p> <p>Use and understand staff and other musical notations. (National Curriculum link)</p> <p>Revise, play and read the notes C, D, E, F + G (Charanga)</p> <p>Compose using the notes C, D, E, F + G. (Charanga)</p>	<p>I can identify the structure (Intro and 6 rapped verses, each with a snug chorus.) (Charanga)</p> <p>I can identify all the instruments in the songs. (Charanga)</p> <p>I can find the pulse whilst listening and identify tempo changes, changes in dynamics and texture. (Charanga)</p>	<p>use F and G on a tuned instrument to do this. (Charanga)</p>	<p>the performance. (Using the notes: F, G &amp; A) (Charanga)</p>	<p>history of music. (National Curriculum link)</p>
<b>Assessment:</b>	Singing	Playing musical instruments	Listening and appraising	Improvisation	<b>Composition</b>	Overall judgement
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
	<p><b>Livin' on a prayer</b></p> <p>This unit is based upon rock music which contains the use of the guitar solos and male vocals.</p> <p>Play and perform in solo and ensemble contexts, using their</p>	<p><b>Classroom Jazz 1</b></p> <p>This unit is based on exploring jazz music in more detail and developing the children's imposition skills. The children will learn pieces without notation just as many jazz musicians do.</p>	<p><b>Make you feel my love</b></p> <p>This unit is based on the ballads sung by Adele 'Make you feel my love'. During this unit the children will listen and appraise pop music throughout the eras.</p>	<p><b>The fresh Prince of Bel-air</b></p> <p>This unit is based on rap music. During this unit the focus will be developing the children's vocal skills through learning the song 'The fresh Prince of Bel-air'.</p>	<p><b>Dancing in the street</b></p> <p>This unit is based on Motown music which is a mixture between R&amp;B and pop music.</p> <p>Improvise and compose music for a range of purposes</p>	<p><b>Reflect, rewind and replay</b></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</p>

	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p> <p>I can sing in union and adapt my voice to meet the musical style of rock. (Charanga)</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p> <p>Use and understand staff and other musical notations. (National Curriculum link)</p> <p>I can play the instrumental parts with music by ear using the notes G, A + and D, E, G, A + B (Charanga)</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory. (National Curriculum link)</p> <p>I can identify the structure of the song (For example, piano intro, verse 1, verse 2 &amp; 3, interlude chorus, verse 4 with tag ending.) (Charanga)</p> <p>I can identify the instruments/ voices. (Charanga)</p> <p>I can find the pulse as I am listening to the song. (Charanga)</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can improvise in the lesson and as part of the performance. I may use the notes D and E on a tuned instrument. (Charanga)</p>	<p>using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can compose a melody using simple rhythms and use it as part of the performance. I may use the notes D, E and F on a tuned instrument to do this. (Charanga)</p>	<p>history of music and the beginnings of the language of Music.</p> <p>Develop an understanding of the history of music. (National Curriculum link)</p>
<b>Assessment:</b>	Singing	Playing musical instruments	Listening and appraising	Improvisation	Composition	Overall judgement
<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
	<p><b>Happy</b></p> <p>This unit is based on the song 'Happy' by Pharrell Williams which is a pop song</p>	<p><b>Classroom Jazz 2</b></p> <p>This unit is based on continuing the learning from the jazz unit in year 5.</p>	<p><b>A new year carol</b></p> <p>In this unit all the learning is focused around one song from Benjamin</p>	<p><b>You've got a friend in me</b></p> <p>In this unit the learning is focused on the musician</p>	<p><b>Music and me</b></p> <p>In this unit the focus is the children exploring their own identity and that we</p>	<p><b>Reflect, rewind and replay</b></p> <p>This unit of work consolidates the learning that has</p>

	<p>with a strong soul influence. During this unit the children will sing and listen to songs about the feeling of happiness.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p> <p>I can sing in two parts. (Charanga)</p> <p>I can use my voice with control and expression to reflect the style of music. (Charanga)</p>	<p>During this unit the children will explore the characteristics of jazz music and develop their improvisation skills.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p> <p>Use and understand staff and other musical notations. (National Curriculum link)</p> <p>I can play instrumental parts with music by ear, Using the following notes C, D, E, F, G, A, B &amp; C And C, Bb, G, F + C. (Charanga)</p>	<p>Britten's Friday Afternoons: A New Year Carol. During this unit discussion will be made about the adaptations and changes in music over the years (history of music).</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. (National Curriculum link)</p> <p>I can describe the style indicators of the song/music. (Charanga)</p> <p>I can describe the structure of the song. (Charanga)</p> <p>I can identify the instruments/voices they can hear. (Charanga)</p> <p>I can talk about the musical dimensions used in the song. (Charanga)</p>	<p>Carole King. During the unit the children will listen and sing songs written and performed by Carole King these songs are gentle pop ballads. The children will develop their harmony skills when performing the song 'You've got a friend'.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can improvise as part of a performance using the notes A and G on a tuned instrument. (Charanga)</p>	<p>are all unique. During this unit the children will celebrate and learn about inspirational women who work in the music industry.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can talk about how I have planned and wrote my composition. For example, being able to explain the key themes they have use in the lyrics, the tools they are using and the sections which they like or dislikes and why. (Charanga)</p>	<p>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>Develop an understanding of the history of music. (National Curriculum link)</p>
<b>Assessment:</b>	Singing	Playing musical	Listening and	Improvisation	Composition	Overall judgement

		instruments	appraising			
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