

The Music Curriculum is based on the National Curriculum, Norfolk County Provision and the EWOA Curriculum intent of **Choice and Opportunity**

All children will be able:

Recall facts about composers, instrument families, the structures of pieces of music.

Apply specific vocabulary to each unit regarding composers, musical instruments, musical timings and genres.

Develop their own questions based on their curiosity of the subject.

Develop skills so that they improvise and compose music based on their learning within the unit.

**Autumn 1**

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Key Vocab/ Resources
1	<p>Hey You! Autumn 1 Unit: Hey You!</p> <p>Style: Old-School Hip Hop</p> <p>Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 6) Ee-Oh! by Benjamin Britten - KS2/ages 7-11 (see Freestyle)</p>	<p>Mozart.</p> <p>How pulse, rhythm and pitch work together.</p> <p>Instrumental Parts - C &amp; G</p> <ul style="list-style-type: none"> <li>- Me, Myself And I by De La Soul</li> <li>- Fresh Prince Of Bel-Air by Will Smith</li> <li>- Rapper's Delight by The Sugarhill Gang</li> <li>- U Can't Touch This by MC Hammer</li> <li>- It's Like That by Run DMC</li> </ul>	<p>Glockenspiels and introduce percussion instruments names.</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p> <p>Topic and cross-curricular links: Make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p>Humanities Unit - Toys - Chitty Bang Bang Learn the Twinkl song Teddy Bears Picnic Toys and Games - Charanga <a href="https://www.youtube.com/watch?v=5cI1WIFGpTE">https://www.youtube.com/watch?v=5cI1WIFGpTE</a></p>
2	<p>Unit - Hands, Feet and Heart</p> <p>Style: South African styles</p> <p>Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)</p>	<p>Afro-pop - South African</p> <p>Instrumental Parts - A, B, C, E, F,G</p> <ul style="list-style-type: none"> <li>- The Click Song sung by Miriam Makeba</li> <li>- The Lion Sleeps Tonight sung by Soweto Gospel Choir</li> <li>- Bring Him Back by Hugh Masekela</li> <li>- You Can Call Me Al by Paul Simon</li> </ul>	<p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo. Rhythms, crochets and quavers, Baroque,</p> <p>Humanities Unit - Great Fire of London <a href="https://www.youtube.com/watch?v=J5eVIKWSHAA">https://www.youtube.com/watch?v=J5eVIKWSHAA</a></p>

		- Hlokoloza by Arthur Mafokate	Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.
3 Music Hub Specialist Charanga plus instrumental teaching	Unit: Let Your Spirit Fly  Style: R&B, Western Classical, Musicals, Motown, Soul  Links to other units: There Was A Monkey - Britten - KS2/ages 7-11 (see Freestyle)	Theme - - Colonel Bogey March by Kenneth Alford (Film) - Consider Yourself from the musical 'Oliver!' (Musicals) - Ain't No Mountain High Enough by Marvin Gaye (Motown) - You're The First, The Last, My Everything by Barry White (Soul)	Instruments needed: Glocks and/or recorders, or any instrument the children are learning to play.  Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.  Facts/info: RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.  Humanities Unit - Stone Age to Iron Age Topic and cross-curricular links: Historical context of musical styles.
4 Music Hub Specialist Charanga plus instrumental teaching	Unit: Mamma Mia  Style: ABBA  Links to other units: Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)  - Ukeleles Instrument Focus	Theme: ABBA's music.  • Mamma Mia • Dancing Queen • The Winner Takes It All • Waterloo • Super Trouper • Thank You For The Music	Facts/info: ABBA was a Swedish pop group formed in 1972.  Vocabulary: Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison  Topic and cross-curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.  Humanities Unit - Romans and Saxons Opportunities Sing up- Romans Lesson plans - Roman Rap CASMA- Romans - Hey Romans + Celts and Romans song pack
5 Music Hub Specialist Charanga plus instrumental teaching	Unit: Livin' On A Prayer  Style: Rock  Links to other units: I Wanna Play In A Band - KS1/ages 5-7 (Scheme Year 2) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)  + Chair drumming	Facts/info: • Livin' on a Prayer is a Rock song that was released in 1986. • The words tell us about life in the 1980's. Listen to 5 other rock songs: • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B. Goode by Chuck Berry • I Saw Her Standing There by The Beatles	Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose  Topic and cross-curricular links: How Rock music developed from the Beatles onwards. Analysing performance.  • Humanities Unit - Sumerians Opportunities • <a href="https://www.youtube.com/watch?v=mgSfSCpdrbE">https://www.youtube.com/watch?v=mgSfSCpdrbE</a> • <a href="https://www.youtube.com/watch?v=dCOawIA4b0o">https://www.youtube.com/watch?v=dCOawIA4b0o</a>

<p>6</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Unit: Happy + Ukeles</p> <p>Style: Pop/Motown</p> <p>Topic and cross-curricular links: What makes us happy? Video/project with musical examples.</p> <p>Links to other units: Dancing In The Street KS2/ages 7-11 (Scheme Year 5)</p>	<p>Facts/info:</p> <ul style="list-style-type: none"> <li>Happy is a song written, produced and performed by Pharrell Williams.</li> <li>Happy is a Pop song that has a Soul music sound and groove from the 1960s; very much like a Motown song.</li> <li>What else can you find out?</li> </ul> <p>Listen to five other songs in different styles. What are their styles?:</p> <ul style="list-style-type: none"> <li>Top Of The World sung by The Carpenters</li> <li>Don't Worry, Be Happy sung by Bobby McFerrin</li> <li>Walking On Sunshine sung by Katrina And The Waves</li> <li>When You're Smiling sung by Frank Sinatra</li> <li>Love Will Save The Day sung by Brendan Reilly</li> </ul>	<p>Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p> <p>Topic and Cross Curricular Links -</p> <p>Humanities Unit - 1900 - 1930 including Titanic <a href="https://www.ultimatetitanic.com/the-famous-titanic-band">https://www.ultimatetitanic.com/the-famous-titanic-band</a></p> <p>Look at the instruments that played</p>
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### Autumn 2

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
1	<p>Rhythm in the Way in we walk and Banana rap</p> <p>RAPUNZEL LOCKDOWN PANTOMIME + Christmas Performance</p> <p>Style: Reggae, Hip Hop</p> <p>Links to other units:            Zootime - KS1/ages 5-7 (Scheme Year 2)            Three Little Birds - KS2/ages 7-11 (Scheme Year 3)            Hey You! - KS1/ages 5-7 (Scheme Year 1)            The Fresh Prince of Bel-Air - Hip Hop - KS2/ages 7-11 (Scheme Year 5)            Ee-Oh! - Benjamin Britten (see Freestyle)            Spring 1</p>	<p>Handel</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <ul style="list-style-type: none"> <li>The Planets, Mars by Gustav Holst (Classical)</li> <li>Tubular Bells by Mike Oldfield (Pop)</li> <li>The Banana Rap by Jane Sebba (Hip Hop)</li> <li>Happy by Pharrell Williams (Pop)</li> <li>When I'm 64 by The Beatles (Pop)</li> </ul> <p>Singing and Performance</p>	<p>Words you need to know: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform</p> <p>Topic and cross-curricular links: Action songs that link to the foundations of music</p> <p>Humanities Unit - Gunpowder Plot</p> <p>Firework - Katy Perry Sing Up            Cbeebies - Classical Music at Epcot - Whizz, Pop, Bang - Sing up  <a href="https://www.singup.org/search/?keyword=bonfire">https://www.singup.org/search/?keyword=bonfire</a>  <a href="https://www.youtube.com/watch?v=7Mw8BZ1Wbww">https://www.youtube.com/watch?v=7Mw8BZ1Wbww</a></p>

<p>2</p>	<p>Ho Ho Ho</p> <p>RAPUNZEL LOCKDOWN PANTOMIME + Christmas Performance</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Links to other units: Christmas units/ Nativity/ performance</p>	<p>Festivals and Christmas – a song with rapping and improvisation and Christmas.</p> <p>Instrumental Parts – G A B</p> <ul style="list-style-type: none"> <li>- (Nelson Mandela) by Hugh Masekela (Freedom Song)</li> <li>- Suspicious Minds by Elvis Presley (Pop)</li> <li>- Sir Duke by Stevie Wonder (Funk)</li> <li>- Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</li> </ul>	<p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p> <p>Humanities Unit – Nurses of War</p> <p>Topic and cross-curricular links: Christmas. Literacy – Christmas vocabulary. Historical context of musical styles.</p>
<p>3</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Glockenspiel 1</p> <p>RAPUNZEL LOCKDOWN PANTOMIME + Christmas Performance</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Links to other units: Glockenspiel Stage 2 – KS2/ages 7-11 (Scheme Year 4) Using scores/notation in the units.</p>	<p>Theme: Exploring and developing playing skills using the glockenspiel.</p> <ul style="list-style-type: none"> <li>- Easy E</li> <li>- Strictly D</li> <li>- Drive</li> <li>- D-E-F-initely</li> <li>- Roundabout</li> <li>- March of the Golden Guards</li> <li>- Portsmouth</li> </ul>	<p>Theme: Exploring and developing playing skills using the glockenspiel.</p> <p>Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p> <p>Humanities Unit – Wild West A Cowboy Christmas Carol – Cracking Christmas – Out of the Arc</p>
<p>4</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Continuation of Ukele’s from Autumn 1</p> <p>RAPUNZEL LOCKDOWN PANTOMIME + Christmas Performance</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Links to other units: Using scores / notation in all units.</p>	<p>Theme: Exploring and developing playing skills using the ukeles</p>	<p>Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p> <p>Humanities Unit – Saxons and Vikings Opportunities BBC radio Saxon Saga <a href="https://www.bbc.co.uk/programmes/articles/ks2-music-viking-saga-songs-info">https://www.bbc.co.uk/programmes/articles/ks2-music-viking-saga-songs-info</a> Vikings KS2 topic song pack.</p>
<p>5</p> <p>Music Hub Specialist Charanga plus</p>	<p>RAPUNZEL LOCKDOWN PANTOMIME + Christmas Performance</p> <p>Unit: Classroom Jazz 1</p>	<p>Facts/info:</p> <ul style="list-style-type: none"> <li>• Bossa Nova originated in South America.</li> <li>• Swing became popular in the 1940s.</li> </ul> <p>Listen to 4 other bossa nova or swing pieces:</p> <ul style="list-style-type: none"> <li>• Desafinado by Stan Getz (swing)</li> </ul>	<p>Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</p>

instrumental teaching	<p>Style: Jazz</p> <p>Topic and cross-curricular links: History of music - Jazz in its historical context.</p> <p>Links to other units: Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6) Supports improvisation generally in previous units</p>	<ul style="list-style-type: none"> <li>• Cotton Tail by Ben Webster</li> <li>• 5 Note Swing by Ian Gray</li> <li>• Perdido by Woody Herman</li> </ul>	<p><u>Humanities Unit -Ancient Mayans</u></p>
6 Music Hub Specialist Charanga plus instrumental teaching	<p>RAPUNZEL LOCKDOWN PANTOMIME + Christmas Performance</p> <p>+ continuation of Autumn 1 Unit.</p>	As above	<p>Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p> <p><u>World War Christmas</u> <u>Archie Dobson - BBC radio</u> <a href="https://www.bbc.co.uk/teach/school-radio/music-drama-dance-history-ks2-ww1-musical-archie-dobsons-war/zf93vk7">https://www.bbc.co.uk/teach/school-radio/music-drama-dance-history-ks2-ww1-musical-archie-dobsons-war/zf93vk7</a></p>

### Spring 1

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
1	<p>Unit - In the Groove</p> <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Links to other units: Tragic Story - Britten - KS2/ages 7-11 (Scheme Year 5) Baroque - History of Music (see Reflect, Rewind and Replay units) I Mun Be Married On Sunday - Britten KS2/ages 7-11 (see Freestyle) Begone Dull Care! - Britten KS2/ages 7-11 (see Freestyle)</p>	<p>How to be in the groove with different styles of music.</p> <p>Instrumental Parts C, D, A and G</p>	<p><u>Words you need to know:</u> Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove</p> <p><u>Topic and cross-curricular links:</u> Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p> <p><u>Humanities Unit - Castles</u></p> <ul style="list-style-type: none"> <li>• Creepy castle - sing up</li> <li>• <a href="https://www.norfolkmusicclub.org.uk/search?search%5Bterm%5D=castles+">https://www.norfolkmusicclub.org.uk/search?search%5Bterm%5D=castles+</a></li> <li>• Castle on a Hill - Chorus</li> <li>• <a href="https://www.planbee.com/castles-music">https://www.planbee.com/castles-music</a></li> </ul>

<p>2</p>	<p>Unit: I Wanna Play In A Band</p> <p>Style: Rock</p> <p>Links to other units:          Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5)          Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p>	<p>Rock</p> <p>Playing together in a band.</p> <p>Instrumental Parts- CDFG</p> <ul style="list-style-type: none"> <li>- We Will Rock You by Queen</li> <li>- Smoke On The Water by Deep Purple</li> <li>- Rockin' All Over The World by Status Quo</li> <li>- Johnny B.Goode by Chuck Berry</li> <li>- I Saw Her Standing There by The Beatles</li> </ul>	<p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics,tempo.</p> <p>Humanities Unit - Kings and Queens  <a href="https://www.tes.com/teaching-resource/british-monarchy-kings-and-queens-song-11747442">https://www.tes.com/teaching-resource/british-monarchy-kings-and-queens-song-11747442</a></p> <p>Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p>
<p>3</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Unit: Three Little Birds</p> <p>Style: Reggae</p> <p>Links to other units:          Zootime - KS1/ages 5-7 (Scheme Year 2)          Britten -There Was A Man Of Newington - KS2/ages 7-11 (see Freestyle)</p>	<p>Instrumental parts - All</p> <p>Themes: Reggae, happiness and animals.          Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.</p> <ul style="list-style-type: none"> <li>- Jamming by Bob Marley</li> <li>- Small People by Ziggy Marley</li> <li>- 54-56 Was My Number by Toots and The Maytals</li> <li>- Ram Goat Liver by Pluto Shervington</li> <li>- Our Day Will Come by Amy Winehouse</li> </ul>	<p>Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p> <p>Topic and cross-curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p> <p>Humanities Unit - Ancient Egyptians - In Depth Extended Study.          Two piles of stone- Sing Up          Tutankhamun          Ancient Egypt KS2 Topic Song Pack</p>
<p>4</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Unit: Stop!</p> <p>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p>	<p>Theme: Grime and other styles of music.</p> <p>Listen to 5 pieces of music in different styles:</p> <ul style="list-style-type: none"> <li>• Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>• Radetzky March by Strauss (Classical)</li> <li>• Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and</li> </ul>	<p><u>Facts/info: Stop! is a song/rap written in a Grime style for you to compose your own lyrics.</u></p> <p><u>Vocabulary:</u> Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>



		<p>Disco influence)</p> <ul style="list-style-type: none"> <li>• Libertango by Astor Piazzolla (Tango)</li> <li>• Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</li> </ul>	<p>Topic and cross-curricular links: Composition, Bullying. PHSE topic</p> <p>Humanities Unit - Ancient Greek s- In depth study  <a href="https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-music-heroes-of-troy-info">https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-music-heroes-of-troy-info</a></p>
<p>5 Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Unit: Make You Feel My Love</p> <p>Style: Pop Ballads</p> <p>Topic and cross-curricular links: Historical context for ballads.</p> <p>Links to other units: Mamma Mia - KS2/ages 7-11 (Scheme Year 4)</p> <p>(Recorder Unit - Practise for Big Sing - In academy/Non National Lockdown)</p>	<p>Theme: Pop ballads.</p> <p>Facts/info: Make You Feel My Love is a Pop ballad</p> <p>- a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.</p> <p>Listen to 5 other pop ballads</p> <ul style="list-style-type: none"> <li>• Make You Feel My Love by Bob Dylan</li> <li>• So Amazing by Luther Vandross</li> <li>• Hello by Lionel Ritchie</li> <li>• The Way You Look Tonight by Tony Bennett</li> <li>• Love Me Tender by Elvis Presley</li> </ul>	<p>Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch,tempo, dynamics, timbre, texture, structure</p> <p>Humanities Unit - Tudors - In Depth extended Study opportunities</p> <ul style="list-style-type: none"> <li>• Divorced beheaded and died - sing up</li> <li>• Greensleeves - traditional/ techno</li> <li>• Tudor instruments</li> <li>• <a href="http://www.primaryhomeworkhelp.co.uk/tudors/music.html">http://www.primaryhomeworkhelp.co.uk/tudors/music.html</a></li> <li>• <a href="https://www.youtube.com/watch?v=7JpiimydnPk">https://www.youtube.com/watch?v=7JpiimydnPk</a></li> <li>• <a href="https://www.youtube.com/watch?v=bSjfkvwOOAM">https://www.youtube.com/watch?v=bSjfkvwOOAM</a></li> </ul>
<p>6 Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Unit: Benjamin Britten - A New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Links to other units: Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1) (Ukeles - Continuation from Autumn 1/ Non National LockDown)</p>	<p>Theme: Benjamin Britten's music and cover versions.</p> <p>Facts/info: Listen to other songs by Britten and cover versions of them:</p> <ul style="list-style-type: none"> <li>• I Mun Be Married on Sunday</li> <li>• Fishing Song</li> </ul>	<p>Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</p> <p>Topic and cross-curricular links: Literacy and history, <a href="http://www.fridayafternoonmusic.co.uk">www.fridayafternoonmusic.co.uk</a>. The historical context of Gospel music and Bhangra.</p> <p>Humanities Unit - 1930 - 1950 including WW2. - <u>Continuation from Autumn 1</u></p>

Spring 2

<u>Year Group</u>	<u>Charanga Unit or Area of study</u>	<u>Key Knowledge / People / Events / Dates / Etc</u>	<u>Vocab/ Resources</u>
<u>1</u>	<u>Beats and Rhymes</u>  Explore, rhythm, pulse and pitch through singing, pattern making and games.	These sessions will be delivered via Norfolk Music Hub's Zoom account and all will be led by Norfolk Music Service tutors.  A selection of songs, picture prompts, Charanga resources that explores current topics such as weather.	Accompanying resources for blended/ home learners to be printed off or added to DB Primary/ Seesaw. Subject and activities within printable resources are as taught via stream into classrooms.  Whiteboard or piece of paper and pen.
<u>2</u>	<u>Beats and Rhymes</u>  Explore, rhythm, pulse and pitch singing, pattern making and games.	All practical sessions with a variety of music professionals taking you through call and response, repetition games, composition, discussion.	
<u>3</u>	<u>Samba Beats</u>  Using body percussion/ home-made instruments and drum stick pens to learn the rhythms and origins of samba music.	These sessions will be delivered via Norfolk Music Hub's Zoom account and all will be led by Norfolk Music Service tutors.  Practical sessions using a mix of body percussions, instruments and drum sticks to support rhythm work linking with Samba beats.	Accompanying resources for blended/ home learners to be printed off or added to DB Primary/ Seesaw. Subject and activities within printable resources are as taught via stream into classrooms.  Whiteboard or piece of paper and pen.
<u>4</u>	<u>Samba Beats</u> Using body percussion/ home-made instruments and drum stick pens to learn the rhythms and origins of samba music.	Composition, repetitive patterns, changes in rhythms and speed through homemade resources.	
<u>5</u>	<u>History of Music</u>  Explore the history of music and its great composers.	These sessions will be delivered via Norfolk Music Hub's Zoom account and all will be led by Norfolk Music Service tutors.  Introductions to composers including their music styles, compositions and history of how music has evolved.	Accompanying resources for blended/ home learners to be printed off or added to DB Primary/ Seesaw. Subject and activities within printable resources are as taught via stream into classrooms.  Whiteboard or piece of paper and pen.
<u>6</u>	<u>History of Music</u>  Explore the history of music and its great composers.		



Summer 1

Year Group	Charanga Unit or Area of study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
1	Unit: Your Imagination  Style: Pop  Untuned percussion	DT creation- untuned/ rhythms and percussion.	Humanities Unit - National Heroes National anthem Clap, rhythm, patterns, composition with facts about heroes. Say hello in languages songs
2	Friendship song  (charanga updating unit )	A song about friends  Instrumental Parts - ABCDEFG  <ul style="list-style-type: none"> <li>- Count On Me by Bruno Mars</li> <li>- We Go Together (from the Grease soundtrack)</li> <li>- You Give A Little Love (from Buggy Malone)</li> <li>- That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</li> <li>- You've Got A Friend In Me by Randy Newman</li> </ul>	Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.  Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.  Humanities Unit -National Inventions  Invention of Instruments/Piano Chitty Chitty Bang Bang
3	Unit: Bringing Us Together  Style: Disco  Links to other units: Friendship Song - KS1/ages 5-7 (Scheme Year 2), Stop! - KS2/ages 8-11 (Scheme Year 4), You've Got A Friend KS2/ages 8-11 (Scheme Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)	Theme: This is a Disco song about friendship, peace, hope and unity.  Instrumental parts - All  <ul style="list-style-type: none"> <li>- Good Times by Nile Rodgers</li> <li>- Ain't Nobody by Chaka Khan</li> <li>- We Are Family by Sister Sledge</li> <li>- Ain't No Stopping Us Now by McFadden and Whitehead</li> <li>- Car Wash by Rose Royce</li> </ul>	Facts/Info: Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.  Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody  Humanities Unit -The British Empire  Topic and cross-curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.
4	Summer 1 Unit: Blackbird  Style:To be updated	Themes: The Beatles, equality and civil rights.  Listen to 5 other songs by The Beatles <ul style="list-style-type: none"> <li>• Yellow Submarine</li> <li>• Hey Jude</li> </ul>	Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr. In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights

	<p>Topic and cross-curricular links: To be updated</p> <p>Links to other units: To be updated</p>	<ul style="list-style-type: none"> <li>• Can't Buy Me</li> <li>• Yesterday</li> <li>• Let It Be</li> </ul>	<p>movement - led by Martin Luther King Jr. - challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.</p> <p>Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Humanities Unit - Railways Boom (Nationally) Glockenspiel, drum, dynamics, tempo. <u>Bloc- Machine Music BBC ten pieces</u> <a href="http://downloads.bbc.co.uk/tv/tenpieces/adams_lesson_plan.pdf">http://downloads.bbc.co.uk/tv/tenpieces/adams_lesson_plan.pdf</a></p>
<p>5</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Summer 1</p> <p>Unit: Dancing In The Street</p> <p>Style: Motown</p> <p>Topic and cross-curricular links: The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p>Links to other units: Happy - KS2/ages 7-11 (Scheme Year 6)</p>	<p>Theme: Motown.</p> <p>Facts/info: Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.</p> <p>Listen to 5 other Motown songs:</p> <ul style="list-style-type: none"> <li>• I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li> <li>• I Heard it Through the Grapevine by Marvin Gaye</li> <li>• Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</li> <li>• You Are the Sunshine of My Life by Stevie Wonder</li> <li>• The Tracks of My Tears sung by Smokie Robinson</li> </ul>	<p>Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Topic and cross-curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p> <p>Humanities Unit - Opportunities -The Victorians - Music Hall</p>
<p>6</p> <p>Music Hub Specialist Charanga plus instrumental teaching</p>	<p>Music and Me</p> <p>Topic and cross-curricular links: Celebrating the role of woman in the music industry.</p> <p>(Beatles- uke/keys /glocks In academy/Non National Lockdown)</p>	<p>Theme: Music and Me: Identity</p> <p>Facts/Info:</p> <ul style="list-style-type: none"> <li>• Anna Meredith - Something Helpful. Anna is a British composer and performer of Electronic and Acoustic music.</li> <li>• Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.</li> </ul>	<p>Vocabulary: Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p> <p>Which 'beat' did you use?</p> <ul style="list-style-type: none"> <li>• Music Explorer</li> <li>• An instrument</li> <li>• Write a rap</li> <li>• Write lyrics for a song</li> </ul>

	<ul style="list-style-type: none"> <li>• Eska Mtungwazi - Heroes &amp; Villains and Shades Of Blue. Eska is a London-born UK singer-songwriter and multi-instrumentalist.</li> <li>• Afrodeutsche - And! and The Middle Middle. Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.</li> <li>• Listen to and find out about 6 other artists from the Inspirational Women's Timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'Quickbeats'</li> <li>• A combination of the above</li> <li>• Interview each other</li> </ul> <p>Humanities Unit - 1950 - 1990 including Cold War</p>
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## Summer 2

Year Group	Area of Study	Key Knowledge / People / Events / Dates / Etc	Vocab/ Resources
1	<p>Imagination Continued + Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 1</p> <p>Links to other units: All Year 1 units</p>	<p>Using your imagination.</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p>Instruments Parts -EGAC</p>	<p>Words you need to know: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p> <p><u>Humanities Unit - Childhood Edward Worlledge Song</u></p> <p><u>Topic and cross-curricular links:</u> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
2	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Links to other units: All Year 2 units</p>	<p>PowerPoint material</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p> <ul style="list-style-type: none"> <li>- Peer Gynt Suite: Anitras Dance by Edvard Grieg - Romantic</li> <li>- Brandenburg Concerto No 1 by Johann Sebastian Bach -Baroque</li> <li>- From The Diary Of A Fly by Béla Bartók - 20<sup>th</sup> Century</li> <li>- Fantasia On Greensleeves by Ralph Vaughn Williams - 20th century</li> <li>- Dance of The Sugar Plum Fairy by Pytor Tchaikovsky - Romantic</li> <li>- The Robots (Die Roboter) by Kraftwerk -</li> </ul>	<p>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Humanities Unit -The Seaside - Seashanties</p> <p><a href="https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/">https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/</a></p>

		Contemporary	
3  Music Hub Specialist Charanga plus instrumental teaching	Unit: Reflect, Rewind and Replay  Style: Western Classical Music and your choice from Year 3  Links to other units: All Year 3 units	The history of music, look back and consolidate your learning, learn some of the language of music  Instrumental parts - All  <ul style="list-style-type: none"> <li>- L'Homme Arme by Robert Morton - Early Music</li> <li>- Les Tricoteuses (The Knitters) - Baroque</li> <li>- The Clock: II Andante by Franz Joseph Haydn - Classical</li> <li>- Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt - Romantic</li> <li>- Prelude A L'Apres-Midi d'un Faune by Claude</li> <li>- Debussy - 20th century Music for Large and Small Ensembles(opening) by Kenny Wheeler -Contemporary</li> </ul>	Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  Humanities Unit -Great Yarmouth Wall  <a href="https://www.youtube.com/watch?v=f9xjjfHKLZ4">https://www.youtube.com/watch?v=f9xjjfHKLZ4</a>
4  Music Hub Specialist Charanga plus instrumental teaching	Unit: Reflect, Rewind and Replay  Style: Western Classical Music and your choice from Year 4  Links to other units: All Year 4 units		Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  Humanities Unit - Great Yarmouth Rows  <a href="https://www.youtube.com/watch?v=f9xjjfHKLZ4">https://www.youtube.com/watch?v=f9xjjfHKLZ4</a>
5  Music Hub Specialist Charanga plus instrumental teaching	Unit: Reflect, Rewind and Replay  Style: Western Classical music and your choice from Year 5  Links to other units: All Year 5 units	Composition and Lyrics focus Local knowledge/ backing tracks.  Compose a simple melody using simple rhythms choosing from the notes G A B C D	Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  Humanities Unit -The Norfolk Boards - Cross Curricular link

			<a href="https://www.azlyrics.com/lyrics/celticthunder/homefromthesea.html">https://www.azlyrics.com/lyrics/celticthunder/homefromthesea.html</a>
6 Music Hub Specialist Charanga plus instrumental teaching	<a href="https://www.musicalfutures.org/training-type/just-play">https://www.musicalfutures.org/training-type/just-play</a> + Final Assembly	Support transition to high school music lessons.	Humanities Unit - Great Yarmouth's Railways/Trams  <a href="https://www.edgyproductions.com/shop/the-next-big-step/">https://www.edgyproductions.com/shop/the-next-big-step/</a>

### Lesson Structures

#### How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
  - Warm-up Games - pitch, rhythm, pulse, YTMY, copy back, improvise.
  - Singing (lyric sheets- reading domains/ picking apart the text, meaning and vocabulary)
  - Playing instruments or Covid-19 Replacement activity.
  - Improvisation
  - Composition - (recording independently within groups)
- Performing (weekly group or independent video/sound recording)

Class list - notes, any further information for assessment purposes weekly.

Any evidence collected lesson to be added to Charanga Student groups. (to be started Spring 1)

From Charanga Documents - Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

### Mastery within lessons

Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

We aim to ensure that our children get the opportunity to perform and experience a wide range of musical styles through visits, visitors, streaming sessions, whole academy, class and choir groups within our OAT trust and the local community.