

Reception

Term 1

Charanga Unit: Me!

ELG: Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Objectives:

- To listen and responding to different styles of music
- To embed foundations of the interrelated dimensions of music (pitch and duration)
- To learn to sing or sing along with nursery rhymes and action songs
- To improvise with and play classroom instruments (i.e. triangle, egg shakers)
- To share and perform the learning that has taken place

Vocabulary:

- Pitch
- Duration
- Nursery rhyme
- Singing
- Instruments
- Listening
- Triangle
- Egg shaker

Songs covered:

Pat-a-cake, 1,2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers

Term 2

Charanga Unit: My Stories

ELG: Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Objectives:

- To listen and respond to different styles of music
- To embed foundations of the interrelated dimensions of music (pitch and duration)
- To learn to sing or sing along with nursery rhymes and action songs
- To improvise with and play classroom instruments (i.e. triangle, egg shakers)
- To share and perform the learning that has taken place

Vocabulary:

- Pitch
- Duration
- Nursery rhyme
- Singing
- Instruments
- Listening
- Triangle
- Egg shaker

Songs covered:

I'm A Little Teapot, The Grand Old Duke of York, Ring O'Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song

Term 3

Charanga Unit: Everyone!

ELG: Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Objectives:

- To listen and respond to different styles of music
- To embed foundations of the interrelated dimensions of music (dynamics and tempo)
- To learn to sing or sing along with nursery rhymes and action songs
- To play classroom instruments (xylophones/glockenspiels)
- To sing and learn to play instruments within a song
- To share and perform the learning that has taken place

Vocabulary:

- Dynamics
- Tempo
- Nursery rhyme
- Singing
- Instruments
- Listening
- Xylophone
- Glockenspiel

Songs covered:

Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees and Toes

Term 4

Charanga Unit: Our World

ELG: Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Objectives:

- To listen and respond to different styles of music
- To embed foundations of the interrelated dimensions of music (dynamics and tempo)
- To learn to sing or sing along with nursery rhymes and action songs
- To play classroom instruments (xylophones/glockenspiels)
- To sing and learn to play instruments within a song
- To share and perform the learning that has taken place

Vocabulary:

- Dynamics
- Tempo
- Nursery rhyme
- Singing
- Instruments
- Listening
- Xylophone
- Glockenspiel

Songs covered:

Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey

Term 5

Charanga Unit: Big Bear Funk

ELG: Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Objectives:

- To listen and appraise Funk music
- To embed foundations of the interrelated dimensions of music using voices and instruments (timbre, texture)
- To learn to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- To play instruments within the song
- To improvise using voices and instruments
- To take part in riff-based composition
- To share and perform the learning that has taken place

Vocabulary:

- Funk
- Genre
- Style
- Timbre
- Texture
- Nursery rhyme
- Instruments
- Voices
- Riff

Term 6

Charanga Unit: Reflect, Rewind and Replay

ELG: Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Objectives:

- To listen and appraise a variety of songs
- To continue to embed the foundations of the interrelated dimensions of music using voices and instruments (timbre, texture and structure)
- To sing and revisit nursery rhymes and action songs
- To play instruments within the song
- To improvise using voices and instruments
- To take part in riff-based composition
- To share and perform the learning that has taken place

Vocabulary:

- Listen
- Appraise
- Nursery rhymes
- Funk
- Timbre
- Texture
- Structure
- Instruments
- Voices
- riff

Year 1/2 Cycle A

Term 1

Charanga Unit: Hands, Feet, Heart

National curriculum links:

Pupils 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

Objectives:

- To find the pulse
- To copy and clap back rhythms
- To clap the rhythm of your name
- To make up your own rhythm
- To learn to sing the song
- To recognise instruments in a song
- To improvise using the notes C+D
- To compose a melody using simple rhythms choosing from the notes C+D or C, D and E.
- To perform and share the song

Vocabulary:

- Keyboard
- Drums
- Bass
- Electric guitars
- Saxophone
- Trumpet
- Pulse
- Rhythm
- Pitch
- Improvise
- Compose
- Perform
- Audience
- Question and answer
- Melody
- Dynamics
- Tempo

Term 2

Charanga Unit: Ho, Ho, Ho

National curriculum links:

Pupils 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

Objectives:

- To be a rapper to find the pulse
- To clap the rhythm of your favourite colour
- To understand what pitch means
- To recognise that we can add pitch to the pulse and rhythm when we sing and play an instrument
- To rap and sing the song
- To improvise using words
- To take part in a class performance
- To march

Vocabulary:

- Keyboard
- Bass
- Guitar
- Percussion
- Trumpets
- Saxophones
- Pulse
- Rhythm
- Pitch
- Perform
- Audience
- Rap
- Improvise
- Dynamics
- Tempo

Term 3

Charanga Unit: I Wanna Play in a Band

National curriculum links:

Pupils 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

Objectives:

- To improvise when finding the pulse
- To copy and clap back rhythms
- To clap the rhythm of your favourite food
- To sing in all different styles
- To play instruments using up to three notes – F or D and C.
- To improvise using the notes F+G
- To compose a simple melody using simple rhythms

Vocabulary:

- Keyboard
- Drums
- Bass
- electric guitar
- Rock
- Pulse
- Rhythm
- Pitch
- Improvise
- Compose
- Perform
- Audience
- Melody
- Dynamics
- Tempo

Term 4

Charanga Unit: Zootime

National curriculum links:

Pupils 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

Objectives:

- To improvise when finding the pulse
- To copy and clap back rhythms
- To clap the rhythm of your favourite animal
- To recap the meaning of pitch and how it can be changed when we sing and play an instrument
- To sing and dance
- To play instruments using up to two notes C or C+D
- To improvise using the notes C+D
- To compose a simple melody using simple rhythms choosing from the notes C+D or C, D + E

Vocabulary:

- Keyboard
- Drums
- Bass
- electric guitar
- Reggae
- Pulse
- Rhythm
- Pitch
- Improvise
- Compose
- Perform
- Audience
- Melody
- Dynamics
- Tempo

Term 5

Charanga Unit: Friendship Song

National curriculum links:

Pupils 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

Objectives:

- To decide how to find the pulse
- To make up your own rhythms
- To learn to sing in two parts in group
- To play instruments using up to three notes – C or E and G
- To improvise using C + D
- To compose a simple melody using simple rhythms choosing from the notes C + D or C, D and E
- To perform and share the song

Vocabulary:

- Keyboard
- Drums
- Bass
- Glockenspiel
- Pulse
- Rhythm
- Pitch
- Improvise
- Compose
- Perform
- Audience
- Melody
- Dynamics
- Tempo

Term 6

Charanga Unit: Reflect, Rewind & Replay

National curriculum links:

Pupils 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

Objectives:

- To listen and appraise Classical music
- To continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- To recap singing from previous units
- To play instruments within the song
- To improvise using voices and instruments
- To recap composition
- To share and perform the learning that has taken place

Vocabulary:

- Keyboard
- Drums
- Bass
- Glockenspiel
- Pulse
- Rhythm
- Pitch
- Improvise
- Compose
- Perform
- Audience
- Melody
- Dynamics
- Tempo

Year 1/2 Cycle B

Term 1

Charanga Unit: Hey You

National curriculum links: Pupils should be taught to: <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes• Play tuned and untuned instruments musically• Listen with concentration and understanding to a range of high-quality live and recorded music• Experiment with, create, select and combine sounds using the inter-related dimensions of music	Objectives: <ul style="list-style-type: none">• I can recognise and name instruments that I hear in the main song.• I have listened to hip hop style music.• I can find the pulse of the main song.• I can march in time with the pulse and be an animal finding the pulse.• I can clap the rhythm of my name and copy back clap rhythms.	Vocabulary: <ul style="list-style-type: none">• Hip hop• Singers• Chorus• guitar appraising• Drums• perform• deck• lyrics• Pulse
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Term 2

Charanga Unit: Rhythm In The Way We Walk and The Banana Rap

National curriculum links: Pupils should be taught to: <ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes• Play tuned and untuned instruments musically• Listen with concentration and understanding to a range of high-quality live and recorded music• Experiment with, create, select and combine sounds using the inter-related dimensions of music	Objectives: <ul style="list-style-type: none">• I can listen to reggae style music• I can clap along to the pulse if someone is leading• I can hear the difference between signing and rapping and join in with the Banana Rap• To begin to understand that pitch is high and low sounds• I can more confidently sing in a group	Vocabulary: <ul style="list-style-type: none">• Reggae• Keyboard• Rap• Rhythm• Melody• Pitch
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Term 3

Charanga Unit: In the Groove

National curriculum links:

Pupils 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

Objectives:

- I can listen and appraise 6 different musical styles – Blues, Baroque, Latin, Irish Folk and Funk
- I can make up my own rhythms.
- I can sing in all the different styles in a group, in time.
- I can play an instrument using one or two notes (C or C+D).
- I can add some dance moves into my performance of 'In the groove'.

Vocabulary:

- Style
- Groove
- Blues
- Irish folk
- Funk
- Latin
- Baroque

Term 4

Charanga Unit: Round and Round

National curriculum links:

Pupils 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

Objectives:

- I recognise Latin bossa nova style and can identify some of the sounds and instruments I hear.
- I can describe music using musical terms like tempo and dynamics.
- I know that vocal warm-ups are important to protect my voice.
- I listen carefully when I sing to try to stay in tune with others.

Vocabulary:

- bossa nova
- triangle
- tempo
- Dynamics
- Instruments
- tambourine

Term 5

Charanga Unit: Your Imagination

National curriculum links:

Pupils 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

Objectives:

- I can talk with my friends about how the music I hear makes me feel.
- I pay attention and concentrate when my friends talk about the music we listen to and I respect their ideas.
- I do my best to sing in tune and in time with others.
- I take care to play classroom instruments properly.

Vocabulary:

- Percussion
- Listen
- orchestra
- respect
- maracas
- claves
- imagination

Term 6

Charanga Unit: Reflect, Rewind and Replay

National curriculum links:

Pupils 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

Objectives:

- I can recognise classical music and talk about how it is different to other genres.
- I can remember songs, instruments and sounds from earlier in the year.

Vocabulary:

- Classical
- Compose
- Improvise
- Bass
- Audience

Year 3/4 Cycle A

Term 1

Charanga Unit: Mamma Mia

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- develop an understanding of the history of music

Objectives:

- I can recognise some style indicators of 1970's pop music by Abba including the hook and the way the four voices are used.
- I can describe the structure of Mamma Mia and I can compare the musical texture of different parts of the song.
- I can feel the pulse inside me when I'm singing with the class and I can move in time with the music.

Vocabulary:

- Abba
- Introduction
- Hook
- Xylophone
- structure
- Bridge
- Texture
- backing
- ending

Term 2

Charanga Unit: Glockenspiel Stage 2

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Objectives:

- I can play more complex rhythm patterns on my glockenspiel.
- I can revise and play the notes C, D, E, F & G on my glockenspiel.
- I can learn to play five new tunes on my glockenspiel and revise the tunes I learnt last year.

Vocabulary:

- Glockenspiel
- Tune
- Rhythm
- Note

Term 3

Charanga Unit: Stop!

National curriculum links:

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

Objectives:

- I can sing and rap in unison and in parts.
- I can compose my own rapped lyrics about bullying or another topic/theme that you decide as a class.
- I can identify the structure of the music that I am listening to.

Vocabulary:

- Rap
- Unison
- Structure
- Compose
- Lyrics
- Musical style

Term 4

Charanga Unit: Lean On Me

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Objectives:

- I have explored gospel music and I know it usually has religious lyrics and a history which goes back to the 18th century.
- I can explain call and response style.
- I have tried singing a harmony part (in a group) whilst others are singing the main melody.
- I have improvised a simple instrumental part within our performance.

Vocabulary:

- Gospel music
- glockenspiel
- lyrics
- harmony
- call and response

Term 5

Charanga Unit: Blackbird

National curriculum links:

Pupils 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

Objectives:

- I know The Beatles became famous in the 1960's and influenced many other musicians.
- When I listen to music I consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others.
- In a song I can usually identify the chorus and verses and work out the structure.
- Sometimes I improvise simple vocal parts in our song.

Vocabulary:

- The Beatles
- Solo
- influence
- Riff
- glockenspiel
- Birdsong
- Acoustic guitar
- Percussion

Term 6

Charanga Unit: Reflect, Rewind and Replay

National curriculum links:

Pupils 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

Objectives:

- I can remember songs, instruments and sounds from earlier in the year and can play and perform these.
- I can listen to a piece of classical musical and understand where the piece sits in history.
- I can explain how classical musical differs from other styles.

Vocabulary:

- Classical
- History
- Reflect
- Music style

Year 3/4 Cycle B

Term 1

Charanga Unit: Let Your Spirit Fly

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- develop an understanding of the history of music

Objectives:

- I have listened to and can sing a ballad in R&B style.
- I know that R&B songs use synthesizers and drum machines.
- I can demonstrate a melisma!
- I understand the importance of working in an ensemble or choir and do my best to contribute musically to our sound.

Vocabulary:

- R&B
- Melody
- ballad
- Pitch
- choir
- melisma
- Synthesizer

Term 2

Charanga Unit: Glockenspiel Stage 1

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

Objectives:

- I can play the notes C, D, E & F.
- I can play a range of tunes on my glockenspiel.
- I know the difference between pulse and rhythm.

Vocabulary:

- Texture
- Rhythm
- Dynamics
- Pulse
- Improvise
- tempo

Term 3

Charanga Unit: Three Little Birds

National curriculum links:

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

Objectives:

- I can identify the structure of a piece of music.
- I can compose a simple melody using simple rhythms and use it as part of a performance.
- I can play instrumental parts accurately and in time as part of a performance.

Vocabulary:

- Structure
- backing vocals
- Compose
- Introduction
- Verse
- chorus

Term 4

Charanga Unit: The Dragon Song

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Objectives:

- I have listened to music from different countries and I can name some instruments from other parts of the world.
- When I sing I know I need to sit or stand up straight so that my posture is good, I can breathe properly and produce a good sound.
- I can sometimes create a 'listening map' which visually describes the music I hear.

Vocabulary:

- Dizi
- listening
- Map
- Posture
- tabla
- zurna
- rebab

Term 5

Charanga Unit: Bringing Us Together

National curriculum links:

Pupils 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

Objectives:

- I recognise some of the style indicators of disco music such as the energetic bass line and steady dance groove.
- I am becoming more confident at singing and feel comfortable enough to attempt a solo – even if it is only a very short echo warm-up!
- With the teacher's help I learn simple melodic parts on an instrument to play along with our music.

Vocabulary:

- Disco
- Hook
- Solo
- Riff
- Melodic
- disco
- Bass
- line
- Pentatonic scale

Term 6

Charanga Unit: Reflect, Rewind and Replay

National curriculum links:

Pupils 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

Objectives:

- I can describe some of the features of classical music.
- I understand the History of the music that I am listening to.
- I can remember songs, instruments and sounds from earlier in the year and can play these.

Vocabulary:

- Classical
- Reflect
- Review

Year 5/6 Cycle A

Term 1

Charanga Unit: Livin' On A Prayer

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Objectives:

- I can identify and discuss the structure of the main piece of music that I listen to.
- I can identify changes in dynamic, texture and tempo.
- I know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.
- I can keep the internal pulse.

Vocabulary:

- Rock
- backbeat
- Hook
- amplifier
- Riff
- Structure
- Pulse
- Bass
- guitar
- drums

Term 2

Charanga Unit: Classroom Jazz 1

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

Objectives:

- I have explored more Latin American bossa nova songs and recognise the distinctive rhythms used.
- I can name some instruments used in jazz music and I know what they sound like.
- I can play a melody based on 3 notes in time with the backing and perform quite confidently.
- I can improvise my own melody on 3 notes and I know when to start and stop playing.

Vocabulary:

- saxophone
- trumpet
- head
- middle 8
- Piano
- rhythm
- section

Term 3

Charanga Unit: Make You Feel My Love

National curriculum links:

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

Objectives:

- I can explain how I know that the piece of music is a pop ballad.
- I understand that the song is a cover and that somebody else has sang the song before and can describe the differences between the two songs.
- I can sing in unison with my peers.

Vocabulary:

- Ballad
- cover
- Verse
- piano
- Chorus
- Interlude
- Tag
- ending
- strings

Term 4

Charanga Unit: The Fresh Prince Of Bel Air

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Objectives:

- I recognise 'old school hip hop' style and can demonstrate how rapping is different to singing.
- I am more confident in my rhythmic and vocal skills and I can rap with a strong sense of pulse.
- I have tried making up my own rap and have performed with others to a rhythmic backing.
- I enjoy listening to others perform and can comment constructively on their performances.
- I can make a simple graphic score to help remember my part.

Vocabulary:

- graphic score
- rap
- decks
- appraise
- scratching
- 'old school hip hop'

Term 5

Charanga Unit: Dancing In The Street

National curriculum links:

Pupils 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

Objectives:

- I recognise Motown style and know what a brass section is.
- I am aware different instruments have their own timbre (type of sound) and when instruments and voices combine in different ways the timbre changes.
- I sing clearly and confidently in a group and I sometimes volunteer to sing solo.
- I understand the importance of a conductor/leader when performing.

Vocabulary:

- trombone
- brass
- section
- Motown
- Conductor
- soul

Term 6

Charanga Unit: Reflect, Rewind and Replay

National curriculum links:

Pupils 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

Objectives:

- I can explain the features of classical musical and describe how it is different to other styles of music.
- I can remember songs, instruments and sounds from earlier in the year and can play these.
- I understand the History of the music that I am listening to and can explain the job of a composer.

Vocabulary:

- Classical
- Composer
- Composition
- Reflect

Year 5/6 Cycle B

Term 1

Charanga Unit: Happy

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Objectives:

- I can compare songs in different styles and describe their similarities and differences using musical language.
- I understand how we can use musical elements like tempo, pitch, dynamics, texture and timbre to create a mood.
- I can use graphic scores and simple staff notation to record my musical ideas.
- I can perform my role in an ensemble with awareness of the overall effect.

Vocabulary:

- staff
- melody
- notation
- treble clef
- stave
- awareness
- musical elements

Term 2

Charanga Unit: Classroom Jazz 2

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

Objectives:

- I know that blues music was created by African-American communities at the end of the 19th Century who had suffered through slavery.
- I can use some of the notes of the C major scale to improvise and I know I should start and end on the 'home note' (C).
- I composed my own blues music and was able to write it down in simple notation on the worksheet provided.

Vocabulary:

- chord
- sequence
- C major scale
- Duke Ellington
- big band
- blues spirituals
- work songs

Term 3

Charanga Unit: A New Year Carol

National curriculum links:

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

Objectives:

- I can talk about the musical dimensions used in the song.
- I can sing the song in its original style and the Urban gospel version.
- I can clap some of the rhythms that are used in the song.

Vocabulary:

- Urban
- Gospel
- Unison
- Harmony
- Phrases
- Ostinato
- Melody

Term 4

Charanga Unit: You've Got A Friend

National curriculum links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Objectives:

- I am confident about sharing my musical ideas with others and I listen with interest and respect to other people's ideas.
- I understand that working together well, careful rehearsing and singing/playing with an awareness of the whole ensemble are important for a successful performance.
- I sometimes take the lead and I can often tell if someone gets out of time with the group – sometimes I can help them to feel the pulse again.

Vocabulary:

- diminuendo
- crescendo
- string
- section
- harmony
- solo
- compose

Term 5

Charanga Unit: Music And Me

National curriculum links:

Pupils 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

Objectives:

- I can talk about the music of the featured artists and can talk about why four female artists were chosen for this unit.
- I can talk about how I planned and wrote my own composition in broad terms e.g. the key themes I have used in my lyrics, the options I chose and why.
- I can present the performance in an interesting and engaging way and reflect on its strengths and weaknesses.

Vocabulary:

- Gender
- DJing
- Racism culture
- Rap
- Identity
- Lyrics
- Inspirational
- Turntablist
- producer

Term 6

Charanga Unit: Reflect, Rewind and Replay

National curriculum links:

Pupils 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

Objectives:

- I can discuss the history of the music that I am listening to.
- I can remember and join in with songs, instruments and sounds from earlier in the year.

Vocabulary:

- Reflect
- Classical
- Style indicators
- improvise