





Music

2022-2024

Friskney All Saints Mission Statement and Vision

'Trust Shows The Way'

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

"Show me the way I should go, for to you I entrust my life." Psalm 143.8

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

Exploring Old and New Horizons - Respect

Striving for Excellence – Hope, Trust

Realising our Gifts – Love, Kindness

Music and singing is integral to the life of a child at Friskney All Saints. We provide a vibrant musical experience for all children to **broaden their musical horizons**.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Through our music curriculum, we **strive to deliver an excellent curriculum** offer in which pupils will:

Gain enjoyment, self-confidence and a sense of achievement through musical activities.

Be aware of, understand and respond appropriately to the rich variety of sounds in their environment and particularly to those organised arrangements of sounds called music.

Acquire musical skills and understanding of musical concepts through active listening then performing and composing.

Develop their capacity to express ideas and feelings through the medium of sound.

Extra-curricular clubs such as our school choir and instrumental lessons, enhance the curriculum on offer. Concerts and events take place regularly to further inspire pupils and develop their musical and cultural abilities so that all children can fully realise their musical gifts.

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At Friskney All Saints, we deliver a clear and comprehensive scheme of work in line with the National Curriculum through the Charanga scheme, enabling the children to have broad experience of musical genre and composers. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroombased, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children will be given opportunities to learn music and specific vocabulary in a meaningful context. During the lesson, children will be given opportunities to apply skills in different ways.

In addition to the Charanga scheme, there are further opportunities in music such as singing in assembly and when they attend church, through the school choir and with the individual music lessons offered in guitar and piano.

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All pupils will benefit from a high-quality music education which aims to engage and inspires them to develop a love of music and their talent as musicians. It aims to increase their self confidence, creativity and sense of achievement. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers. The children also celebrate their success and skills with their peers and wider audiences. We assess through teacher assessment, pictures and video evidence which captures the children's progress throughout the year.

Music Long term plan

Mixed-year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A – R/1	Me!	Christmas	My Stories	Everyone!	RRR	Practise for a performance
Year B – R/1	Me!	Christmas	Our World	Big Bear Funk	RRR	Practise for a performance
Year A – 1/2	Hey You!	Christmas	Rhythm In The Way We Walk/ Banana Rap	In The Groove	RRR	Practise for a performance
Year B – 1/2	I Wanna Play In A Band	Christmas	Round And Round	Zootime	RRR	Practise for a performance
Year A – 3/4	Hands, Feet, Heart	Christmas	Let Your Spirit Fly	Three Little Birds	RRR	Practise for a performance
Year B – 3/4	Lean On Me	Christmas	Glock 1	The Dragon Song	RRR	Practise for a performance
Year A – 4/5	Нарру	Christmas	Glock 2	Mamma Mia	RRR	Practise for a performance
Year B – 4/5	Don't Stop Believin'	Christmas	Glock 3	Stop!	RRR	Practise for a performance
Year A – 5/6	Livin' On A Prayer	Christmas	Jazz 1	Dancing In The Street	RRR	Practise for a performance
Year B – 5/6	Fresh Prince Of Bel Air	Christmas	Jazz 2	Music And Identity	RRR	Practise for a performance

Learning progression

Depth of learning through Charanga Musical School

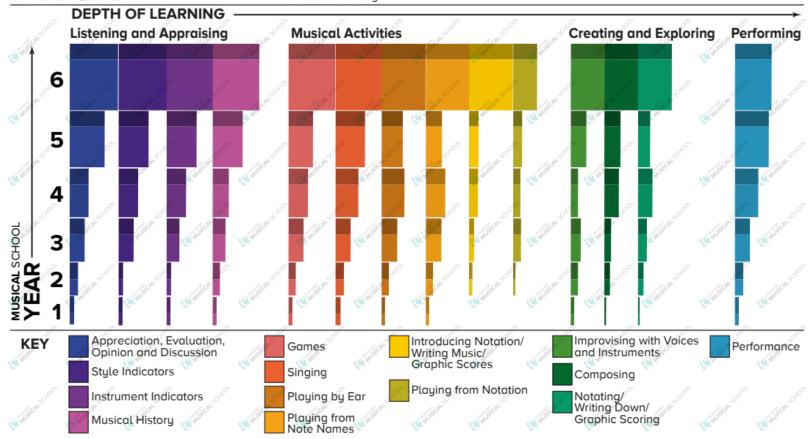


National Curriculumn 2014:

"...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..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"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."



The Interrelated Dimensions of Music charanga MUSICAL SCHOOL Progression through Charanga Musical School Progression throughout the Units of Work reinforces the interrelated dimensions of music. With each new song, always start again with the This represents an ever increasing spiral of foundation of pulse, then rhythm, then pitch, musical learning. adding new dimensions as you progress. Year 6 Year 5 Year 4 Year 3 Cherenga MUSICAL SCHOOL Year 2 Year 1 Dynamics Tempo **Pulse** Rhythm Pitch Timbre Structure Texture Notation

Musical Progression – KS1



Units of Work		Differentiated Instrumen			ed Instrumental	l Progression			Progression for Improvisation			Progression for Composition					
Ye ar	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult		
l	Autumn 1	Hey You!	С	С	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G		
l	Autumn 2	Rhythm In The Way We Walk and Banana Rap	С	Singing and performing only							Singing and performing only			Singing and performing only			
	Spring 1	In The Groove	С	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G		
l	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crochets, Minims and Quavers	D,E D,E,F D,E,F,G,A			Not applicable				
ı	Summer 1	Your Imagination	С	G	CEG	EGA	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A		
	Summer 2	Reflect, Rewind And Replay		Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	С	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G		
2	Autumn 2	Но Но Но	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchers and rests	Not applicable	Not applicable			Not applicable				
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D		
2	Spring 2	Zootime	С	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G		
2	Summer 1	Friendship Song	С	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quvers, Minims	С	C,D	C,D	C,D	C,D,E	C,D,E,G,A		
2	Summer 2	Reflect, Rewind And Replay		Consolidation and Revision								Consolidation and Revision			Consolidation and Revision		
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Musical Progression – KS2



Units of Work					Differentiate	d Instrumental	Progression			Progre	ssion for Impro	visation	Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)		Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult		Medium	More difficult	
3	Autumn 1	Let Your Spirit Fly	С	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable		Not applicable				
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a	
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E	
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	С	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B	
3	Summer 1	Bringing Us Together	С	С	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	С	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A	
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E	
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E	
4	Spring 1	Stop!		Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	С	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crochets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
4	Summer 1	Blackbird	С	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smibreves, Minims	N/A	С	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A	
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
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Listening and appraising charanga MUSICAL SCHOOL Charanga Musical School listening material Musical School Listening Material National Curriculumn 2014: Music from Compline by Anon Suspicious Minds by Elvis Presley "...listen to, review and evaluate music across a range of historical periods, genres, styles 👲 La Quinta Estample Real (anon 13th C.) by Anon Love Me Tender by Elvis Presley L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) by Anon Clapping Music by Steve Reich and traditions, including the works of the great composers and musicians" ■ Waterloo by ABBA L'Hom Arme by Anon ■ Tubular Bells by Mike Oldfield Armide Overture by Lully Libertango by Astor Piazzola Dido and Aeneas: Overture by Purcell Ram Goat Liver by Pluto Shervington Renaissance Early Music 20th 20th Brandenburg Concerto No 1 by Bach My First, My Last, My Everything by Barry Baroque Classical Century Century Contemporary Les Tricoteuses (The Knitters) by Couperin Romantic Rockin' All Over the World by Status Quo / John Fogerty Let the Bright Seraphim by Handel Arrival of the Queen Of Sheba by Handel Period: Mamma Mia by ABBA The Marriage of Figaro: Overture by Mozart Einstein on the Beach by Phillip Glass The Clock: Il Andante by Haydn Dancing Queen by ABBA Moonlight Sonata (adagio) by Beethoven Sir Duke by Stevie Wonder Symphony no 5 in C Minor (allegro con brio) by ■ We Will Rock You by Queen Beethover Erlkonig D 328 Op 1 Wer Reitet so Spat by ■ Three Little Birds by Bob Marley and the Ode to Joy by Beethoven Jammin' by Bob Marley and the Wallers Minute Waltz in D-flat by Chopin ■ Thank You for the Music by ABBA Radetzky March by Johann Strauss ■ The Robots (Die Roboter) by Kraftwerk Bridal Chorus (Wedding March) by Wagner Rappers Delight by The Sugarhill Gang Piano Concerto: Allegro Maestoso (tempo giusto) ■ The Winner Takes It All by ABBA Super Trouper by ABBA Grand March from Aida by Verdi Imperial March by John Williams Sugar Plum Fairy by Tchaikovsky Don't Stop Bellevin' by Journey Prelude A L'Apres-Midi D'Un Faune by Debussy The Lamb by John Tavener Peer Gynt Suite: Anitras Dance by Grieg ■ Eye of the Tiger by Survivor Central Park in the Dark by Ives Hello by Lionel Richie The Firebird by Stravinsky It's Like That by Run D.M.C. The Planets: Mars by Gustav Holst Livin' on a Prayer by Bon Jovi Song Before Sunrise by Delius So Amazing by Luther Vandross Rhapsody in Blue by Gershwin You Can Call Me Al by Paul Simon Bolero by Ravel Bring Him Back Home by Hugh Masekela Fantasia on Greensleeves by Vaughan Williams Me, Myself and I by De La Soul There Was a Man of Newington by Benjamin ★ Music for Large and Small Ensembles opening by Kenny Wheeler There Was a Monkey by Benjamin Britten Lord of the Dance by Ronan Hardiman Begone Dull Care by Benjamin Britten ■ The Fresh Prince of Bel Air by DJ Jazzy Jeff & The Fresh Prince Fishing Song by Benjamin Britten A New Year Carol by Benjamin Britten U Can't Touch This by MC Hammer From the Diary of a Fly by Bartok Small People by Ziggy Marley and the Melody The Bird by Sergei Prokofiev * One O'Clock Jump by Count Basie Diggin' On by James Brown Ready or Not by The Fugees Sonata for Horn in F by Paul Hindemith No 4 Hoe-Down by Aaron Copland Make You Feel My Love by Bob Dylan ★ Take the 'A' Train by Duke Ellington Homelands by Nitin Sawhney Bridge Over the River Kwai by Malcolm Arnold Livin' La Vida Loca by Ricky Martin Johnny B Goode by Chuck Berry Shackles (Praise You) by Mary Mary Consider Yourself from the musical Oliver by Our Day Will Come by Amy Winehouse ■ He Still Loves Me by Beyonce ft. W. Williams The Click Song by Miriam Makeba ■ Ho Gaya Sharabi by Panjabi MC ■ The Way You Look Tonight by Tony Bennett Mbube by Soweto Gospel Choir I Saw Her Standing There by The Beatles Mas Que Nada by Sergio Mendes and the ★ Desafinado by Stan Getz Black Eyed Peas How Blue Can You Get by B.B. King ★ It Had Better Be Tonight by Michael Bublé ★ Fly Me to the Moon by Frank Sinatra Don't Stop Believin' by Petra Haden Ain't No Mountain High Enough by Marvin Gaye Make You Feel My Love by Adele & Tammi Terrell 1690 1700 1720 1740 1790 840 1940 1970 760 820 880 1930 1990 900 920 Jai Ho by A. R. Rahman When I'm 64 by The Beatles Lean On Me by ACM Gospel Choir 54-46 That's My Number by Toots and the Don't Stop Believin' by The Cast of Glee ■ Why Don't You by Gramophonedzie All Right Now by Free Popular, Rock Hlokoloza by Arthur Mofokate Classical, Orchestral Jazz, Swing, Traditional, Ove Como Va by Santana Key: Amazing Grace by Elvis Presley Happy by Pharrell Williams Solo Instrumental, Improvised Blues, R&B World Music, Smoke on the Water by Deep Purple Choral Reggae Religious

Lean On Me by Bill Withers

Vocabulary:

Year 1/2 Words you need to know:

Pulse, rhythm, pitch, rap, Reggae, improvise, compose, melody, bass guitar, electric guitar, drums, decks, perform/performance, audience, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, groove, audience, imagination, improvise, compose, audience, question and answer, melody, dynamics, tempo, glockenspiel.

Year 3/4

Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco, solo, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5/6

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody, style indicators, cover, structure, dimensions of music, Neo Soul, producer, groove, Motown, solo, Blues, Jazz, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

How the Scheme is structured:

Each Unit of Work comprises the of strands of musical learning which correspond with the national

curriculum for music:

- 1. Listening and Appraising
- 2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
- 3. Performing

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

The Interrelated Dimensions of Music (Dimensions)

- Pulse the regular heartbeat of the music; its steady beat.
- Rhythm long and short sounds or patterns that happen over the pulse.
- Pitch high and low sounds.
- Tempo the speed of the music; fast or slow or in-between.
- Dynamics how loud or quiet the music is.
- Timbre all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation the link between sound and symbol.

SEN within Music

Children with special needs are supported wherever possible through the classroom lessons. If additional support is needed to achieve the learning objective, this is provided in the lessons through scaffolds and additional adult support.

Marking and Feedback

This will follow the Friskney All Saints feedback policy – please see separate policy.

Monitoring

Monitoring will take place each term by the Music subject leader and supported by SLT and external agencies where appropriate.

This will be a triangulated process which will take the form of learning walks, evidence looks, pupil discussions, assessments.

This will form the subject action plan.

Subject updates will be provided to governors.

Policy to be reviewed Sep 2024