

**St. John's C.E. Primary
Friern Barnet**

MUSIC GUIDELINES

Music Statement of Intent

The intent of our Music curriculum is to ensure that all pupils have a secure understanding of what music is by listening, singing, playing instruments, evaluating and composing across a wide variety of periods, genres and styles.

It ensures that children will develop a curiosity for the subject, understand the importance of experiencing many types of music as well as appreciating the value of music in our wider community.

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato

All children will:

- Perform, listen to, review and evaluate music
- Sing, create and compose music
- Understand and explore how music is created, produced and communicated

Association Membership

The school has an annual membership of Charanga Musical School, supported by the Barnet Education Arts Trust (BEAT), cost £195 pa. Charanga offers member schools schemes of work from Reception to Y6; week by week lessons support with lesson plans, assessment materials, clear progression and engaging interactive resources to support each lesson and deliver all requirements of the National Curriculum.

Implementation

- Frequency KS1 – at least one lesson every three weeks; KS2 – at least once every two weeks. Other musical opportunities will extend and enhance the musical experiences of pupils (see below)
- Other musical experiences: class assemblies, whole school assemblies, church assemblies. Barnet Music festivals, individual and small group lessons for particular children with BEAT peripatetic music teachers (audit – instruments x no. pupils), whole class lessons: Y2 Recorders with BEAT teacher; Y4 and Y5 Percussion lessons with percussion teacher, school productions – EYFS & KS1 Nativities, Junior Carol Service, KS2 Annual Summer Production (Y5 & Y6); Choir

- Musical workshops and experiences (eg. Young Voices) and/or music days/weeks
- Charanga & Cornerstones topics and music
- Resources – instrument audit
- Parent presentations and outreach (Parish Centre Lunch, Age UK, etc.)
- CPD

Scheme of Work



ST JOHN'S CE PRIMARY SCHOOL

ANNUAL OVERVIEW: Music

Includes vocabulary to be learned (skills vocabulary in red)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	<p>I am amazing!</p> <ul style="list-style-type: none"> -Listening to and joining in with nursery rhymes - Action songs- Head, Shoulders, Knees and Toes; I have a Body; If you're happy and you know it. 	<p>Sparkle and Shine</p> <ul style="list-style-type: none"> - Learn Christmas concert songs - To identify and play a range of instruments correctly 	<p>Once upon a time</p> <ul style="list-style-type: none"> - To sing familiar nursery rhymes with actions - To use instruments to play at different volumes and speeds 	<p>Ready steady grow</p> <ul style="list-style-type: none"> - To sing songs about growing - To play instruments with increasing control - To copy a simple body percussion rhythm - Maestro Shardad Rohani Performing DANCE OF SPRING from Tehran - Farhang Performances (dance and draw how the music makes us feel) 	<p>Big wide world</p> <ul style="list-style-type: none"> - To sing familiar songs in the correct tone and melody 	<p>Animal magic</p> <ul style="list-style-type: none"> - To sing familiar nursery rhymes and use instruments to play along with the rhythm - To listen to music and create movement in response - Pinar Toprak- Turkish female composer - Echoes of Battle (identify instruments and talk about loud and quiet sounds)

	<p>Key vocabulary:</p> <p>Sing, music, sound, shake, tap, bang, scrape</p> <p>Sing, perform, play instruments</p>	<p>Key vocabulary:</p> <p>Instrument, triangle, maracas, tambourine, claves, tone block, castanets, rhythm</p> <p>Sing, perform, play instruments</p>	<p>Key vocabulary:</p> <p>Fast, slow, loud, quiet</p> <p>Sing, perform, play instruments</p>	<p>Key vocabulary:</p> <p>Body percussion, movement, triangle, maracas, tambourine, claves, tone block, castanets</p> <p>Sing, perform, play instruments</p>	<p>Key vocabulary:</p> <p>high, low</p> <p>Sing, perform, play instruments</p>	<p>Key vocabulary:</p> <p>Rhythm, movement</p> <p>Sing, perform, play instruments</p>
YR	<p>I am amazing!</p> <p>-Sing call-and-response songs, so that children can echo phrases of songs you sing</p> <p>-Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>-Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Sparkle and Shine</p> <p>-Listen to music and make their own dances in response.</p> <p>-Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>-Christmas songs/poems</p>	<p>Terrific tales- people who help us</p> <p>-Chinese music and composition - Tan Dun- contemporary classical music</p> <p>-Remember and sing entire songs</p> <p>-Make own instruments to explore different sounds</p> <p>-Explore pitch- sing loud and quiet</p> <p>-Play instruments playing rhythm and beat of music</p>	<p>Ready steady Grow</p> <p>-Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Animal magic</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and response- dance to different types of music</p>	<p>Journeys</p> <p>-Encourage children to create their own music</p> <p>-Listen to composer- Ravi Shankar -North Indian classical music</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>-Explore and engage in music making and dance, performing solo or in groups</p>

	Key vocabulary: Clapping, singing, timing sing	Key vocabulary: tapping, music, song sing	Key vocabulary: beat, rhythm, instrument, soft, quiet, loud, fast, slow sing	Key vocabulary: pitch, tone sing	Key vocabulary: Listen and appraise	Key vocabulary: audience, solo, melody, pitch perform, compose, improvise
	Musical Knowledge: <ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● A performance is sharing music. 					
Y1	Charanga- Hey you! CS- Childhood	Charanga- Rhythm in the way we walk and Banana Rap CS-Childhood	Charanga- In the Groove! CS- Bright Lights, Big City	Charanga- Round and Round CS- Bright Lights, Big City	Charanga- Your imagination CS-School Days	Composer Study & Reflect, Rewind and Replay CS-School Days
	Key vocabulary: Pulse, rhythm, pitch, melody, bass guitar, drums, decks, improvise, compose, perform, rap	Key vocabulary: Pulse, rhythm, pitch, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones rap, perform	Key vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove compose, improvise, perform	Key vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, audience improvise, compose, perform	Key vocabulary: Keyboard, drums, bass, pulse, rhythm, pitch, audience, imagination improvise, compose, perform	Key vocabulary: Recap of all taught vocabulary for 5 taught topics. Listen & appraise

	Musical knowledge: <ul style="list-style-type: none"> ● To know 5 songs by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● To confidently sing or rap five songs from memory and sing them in unison. ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. 					
Y2	Charanga- Hands, Feet, Heart CS- Movers and Shakers	Charanga- Ho Ho Ho	Recorders (Thursday)/ OR Charanga- I wanna play in a band CS- Coastline	Charanga- Zootime	Charanga- Friendship song CS- Magnificent Monarchs	Composer Study & Reflect, Rewind and Replay
	Key vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, audience, melody, dynamics, tempo improvise, compose, perform, question & answer	Key vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, audience, rap, dynamics, tempo perform, improvise	Key vocabulary: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, audience, melody, dynamics, tempo improvise, compose, perform	Key vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, audience, melody, dynamics, tempo improvise, compose, perform	Key vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, audience, melody, dynamics, tempo improvise, compose, perform	Key vocabulary: Recap of all taught vocabulary for 5 taught topics. Listen & appraise

Musical knowledge:

- To know five songs off by heart.
- To know some songs have a chorus or a response/answer part.
- To know that songs have a musical style.
- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.
- Rhythms are different from the steady pulse.
- We add high and low sounds, pitch, when we sing and play our instruments.
- Improvisation is making up your own tunes on the spot.
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- Everyone can improvise, and you can use one or two notes.
- Composing is like writing a story with music.
- Everyone can compose.
- A performance is sharing music with an audience.
- A performance can be a special occasion and involve a class, a year group or a whole school.
- An audience can include your parents and friends.

Y3	Charanga- Let your Spirit Fly CS- Through the Ages	Charanga- Glockenspiel Stage 1 Nativity	Charanga- Three Little Birds CS- Rocks, Relics and Rumbles	Charanga- The Dragon Song	Charanga- Bringing us together CS- Emperors and Empires	Charanga-Composer Study & Reflect, Rewind and Replay
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	<p>Key vocabulary:</p> <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p> <p>improvise, compose</p>	<p>Key vocabulary:</p> <p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody</p> <p>improvise, compose</p>	<p>Key vocabulary:</p> <p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing, vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody, reggae</p> <p>compose, improvise</p>	<p>Key vocabulary:</p> <p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p> <p>compose, improvise</p>	<p>Key vocabulary:</p> <p>Keyboard, drums, bass, imagination, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p> <p>improvise, compose</p>	<p>Key vocabulary:</p> <p>Recap of all taught vocabulary for 5 taught topics.</p> <p>Listen & appraise</p>
	<p>Musical knowledge:</p> <ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. 					

Y4	Charanga- Mamma Mia CS- Invasion	Charanga- Glockenspiel Stage 2 Nativity	Charanga- Stop! CS- Misty Mountain, Winding River	• Charanga- Lean on Me	Charanga- Blackbird CS- Ancient Civilisations	Charanga- Reflect, Rewind & Replay & Composer Study
	Key vocabulary: Vocabulary: Keyboard, electric guitar, bass, drums, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody, solo, pentatonic scale, unison compose, improvise	Key vocabulary: Rhythm patterns, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose	Key vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody, solo compose, improvise	Key vocabulary: Unison, by ear, notation, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, hook, riff, melody, solo compose, improvise	Key vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody, solo compose, improvise	Key vocabulary: Recap of all taught vocabulary for 5 taught topics. Listen & appraise
	Musical knowledge: To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. 					

Y5	Charanga- Livin' on a Prayer CS- Dynamic Dynasties	Charanga- Classroom Jazz 1 Nativity	Charanga- Make you feel my love CS- Sow, Grow & Farm	Charanga- The Fresh Prince of Bel Air	Charanga- Dancing in the street CS- Groundbreaking Greeks	Charanga- Reflect, Rewind & Replay & Composer Study
	Key vocabulary: rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook improvise, compose	Key vocabulary: Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big Bands, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo improvise, appraising	Key vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Compose, improvise, appraise	Key vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure compose, improvise, perform	Key vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure improvise, compose, perform	Key vocabulary: Recap of all taught vocabulary for 5 taught topics. Listen & appraise
	Musical knowledge: <ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context 					

Y6	Charanga- Happy CS- Maafa	Charanga- Classroom Jazz 2 Nativity	Charanga- A New Year Carol CS- Frozen Kingdoms	Charanga- You've got a Friend	Charanga- Music and Me CS- Britain at War	Charanga- Reflect, Rewind & Replay & Composer study
	Key vocabulary: style indicators, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo. compose, improvise, perform	Key vocabulary: Blues, Jazz, improvisation, by ear, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo. compose, improvise, perform	Key vocabulary: Melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel compose, improvise, perform	Key vocabulary: Melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony. compose, improvise, perform	Key vocabulary: Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music. compose, improvise, perform	Key vocabulary: Recap of all taught vocabulary for 5 taught topics. Listen & appraise
	Musical knowledge: <ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity 					