



Haydock English Martyrs' Catholic Primary School Music Long Term Plan: MUSIC using Charanga Music Resource

Nursery and Reception follow the Early Years Foundation Curriculum (Topics in Early Years are based on the themes taken from Come and See. Further information can also be found on the EYFS Memorable Learning documents)

Y1 to Y6 follow the National Curriculum

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery Topic	Family- Myself Welcome- Baptism Advent/ Christmas-Loving	Local Church- Community Eucharist- Gathering Lent/Easter-Growing	Pentecost- Good News Reconciliation- Friends Universal Church- Our World
Expressive Art and Design	Begin to develop a repertoire of songs and rhymes singing songs and rhymes.	Continue to add to a repertoire of songs including Spring songs Begin to move in time to the music. Explore musical knowledge and skills by creating their own songs. Explore a variety of instruments with increasing control.	Develop movement to music. Continue to add to a repertoire of songs. Explore pitch by singing the pitch of a tone sung by another person ('pitch match').
Reception Topics	God Made the World and God made me. Celebrations	Gather together and Grow in God's Love	Family and friends Moving on
Expressive Art and Design	Continue to add to a repertoire of songs. Explore rhyme and rhythm in songs and rhymes. Explore tempo through Charanga Explore singing strategies repeating words and phrases.	Explore musical instruments and body sounds to improvise and play them with a song and share and perform. Develop confidence singing for a wider audience in our Spring Performance.	Listen to and appraise Funk music. Further develop work on rhythm and beat in songs. Explore and embed knowledge of pulse, rhythm and pitch, explore their voices and classroom instruments.

Y1/2
Cycle A

Memorable Knowledge

Listen and Appraise

- Know five songs off by heart
- Discuss what the songs are about.
- Recognise the sound and names of some of the instruments they use

Games

- 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.

Singing

- To confidently sing or rap five songs from memory and sing them in unison

Playing

- Recognise the names of the notes in their instrumental part from memory or when written down
- Learn the names of the instruments they are playing

Improvisation

- Understand that improvisation is about making up your own tunes on the spot and it has never been heard before
- Recognise that everyone can improvise

Composition

- Understand that composing is like writing a story with music.
- Recognise that everyone can compose

Performance

Understand that a performance is sharing music with other people, called an audience.

	<ul style="list-style-type: none"> • <u>Hey You - Old School Hip-Hop</u> <ul style="list-style-type: none"> ○ To play C +G ○ To improvise using C or C + D ○ To compose using: <ul style="list-style-type: none"> ▪ C ▪ C, D + E ▪ C, D, E, F + G • <u>Harvest Production</u> • <u>Christmas Production – Nativity</u> • <u>Christmas Songs - Carols around the Tree</u> 	<ul style="list-style-type: none"> • <u>In the Groove</u> <ul style="list-style-type: none"> ○ To play C,D,G + A ○ To improvise using C or C + D ○ To compose using: <ul style="list-style-type: none"> ▪ C ▪ C, D + E ▪ C,D,E,F + G • <u>Round and Round</u> <ul style="list-style-type: none"> ○ To play: <ul style="list-style-type: none"> ▪ D ▪ D, F, C + D ▪ D, E, F, G + A ▪ D, F, G, A + C ○ To improvise using <ul style="list-style-type: none"> ▪ D or D +E 	<ul style="list-style-type: none"> • <u>Your Imagination</u> <ul style="list-style-type: none"> ○ To play <ul style="list-style-type: none"> ▪ <u>C</u> ▪ C + G ▪ C, E + G ▪ E, G + A ○ To improvise using: <ul style="list-style-type: none"> ▪ D or D +E ○ To compose using: <ul style="list-style-type: none"> ▪ C ▪ C, D + E ▪ C, D, E, F + G • <u>Reflect, Rewind, Replay</u>
Y1/2 Cycle B	<p style="text-align: center;"><u>Memorable Knowledge</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know five songs off by heart. • Recognise some songs have a chorus or a response/answer part • Understand that songs have a musical style. <p><u>Games</u></p> <ul style="list-style-type: none"> • 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. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Confidently know and sing five songs from memory • Know that unison is everyone singing at the same time • Recognise that songs include other ways of using the voice e.g., rapping (spoken word) • Recognise why we need to warm up our voices 		

Playing

- Learn the names of the notes in their instrumental part from memory or when written down.
- Know the names of untuned percussion instruments played in class

Improvisation

- Recognise that improvisation is making up your own tunes on the spot which has never been heard before
- Understand that everyone can improvise, and you can use one or two notes

Composition

- Understand that composing is like writing a story with music
- Recognise that everyone can compose

Performance

- Understand that a performance is sharing music with an audience
- Recognise that a performance can be for a special occasion and involve a class, a year group or a whole school
- Identify that an audience can include parents and friends

• Hand Feet Heart

- To play
 - **G**
 - G, A + C
 - G, A, B + C
 - E, F, G, A, B + C
- To improvise using:
 - **C or C + D**
- To compose using:
 - **C**
 - **C, D + E**
 - **C, D, E, F + G**

• Harvest Production

• Christmas Production Nativity

• Christmas Songs – Carols Around the Tree

• I Wanna Play in a Band

- To play
 - **F**
 - **D + C**
 - **G, F, C**
 - **C, D, F**
- To improvise using:
 - **F or F + G**
- To compose using:
 - **C**
 - **C, D + E**
 - **C, D, E, F + G**

• Zootime

- To play
 - **C**
 - **C + D**
- To improvise using:
 - **C or C + D**
- To compose using:
 - **C**
 - **C, D + E**
 - **C, D, E, F + G**

• Friendship Song

- To play
 - **C**
 - **E + G**
 - **E, G, A + B**
 - **C, D, E, F, G, A + B**
- To improvise using:
 - **C or C + D**
- To compose using:
 - **C**
 - **C, D + E**
 - **C, D, E, F + G**

• Reflect, Rewind, Revisit

Y3/4 Cycle A	<u>Wider Opportunities – Recorder</u> Children are taught recorder by a peripatetic music teacher provided by St Helens Music Service
Y3/4 Cycle B	<u>Wider Opportunities – Recorder</u>
Y5/6 Cycle A	<p><u>Memorable Knowledge</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know and recall five songs from memory and identify who sang or wrote them, when they were written and, if possible, why? • Know the style of the five songs and name other songs from the Units in those styles. • Choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about along with 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 can hear in songs • Understand the historical context songs explored. • Identify and move to the pulse with ease. • Think about and discuss the message of songs. • Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical terminology effectively • Talk about the musical dimensions working together in the songs. • Talk about the music and explain how it makes them feel. <p><u>Games</u></p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • Talk about the main features of songs • Know what songs are about and show an understanding of the meaning of the lyrics • Know and explain the importance of warming up your voice <p><u>Playing</u></p> <ul style="list-style-type: none"> • Understand the different ways of writing music down – e.g. staff notation, symbols • Identify the notes C, D, E, F, G, A, B + C on the treble stave • Discuss the instruments they might play, or which may be played in a band, or orchestra, or by their friends

Improvisation

- Understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- Know that using one or two notes confidently is better than using five
- Know that if you improvise using the notes you are given, you cannot make a mistake
- Understand that you can use some of the riffs you have heard during improvisations
- Identify three well-known improvising musicians

Composition

- Understand that a composition is created by an individual and it is like a story. Understand that a composition can be performed again.
- Recognise that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.
- Notation - recognise the connection between sound and symbol.

Performance

- Discuss how performing is the sharing of music with other people, an audience.
- Understand that a performance doesn't have to be a drama! It can be to one person or to each other.
- Recognise that everything that will be performed must be planned and learned.
- Understand that when singing or rapping, you need to pronounce the words clearly and play with confidence.
- Understand that a performance can be for a special occasion and involve an audience including people you don't know.
- Recognise that a performance is planned and different for each occasion.

Understand that a performance involves communicating ideas, thoughts and feelings about the song/music

• Living on a Prayer

- To play
 - G
 - G, A + B
 - D, E, F sharp, G
 - D, E, F sharp, G, A, B +, C
- To improvise using:
 - G or G + A or G, A + B
- To compose using:
 - C
 - C, D + E
 - C, D, E, F + G

• Make Me Feel My Love

- To play
 - C
 - C, F
 - E, F, G, A, B + C
 - B, C, D, E, F + G
- To improvise using:
 - C or C + D or C, D + E
- To compose using:
 - C
 - C, D + E
 - C, D, E, F + G

• Reflect. Rewind. Revisit

• End of Year Production

	<ul style="list-style-type: none"> • <u>Classroom Jazz 1</u> <ul style="list-style-type: none"> • <u>To play:</u> <ul style="list-style-type: none"> ○ Bossa Nova B, A + G ○ Swing D, E, G, A + B • <u>Christmas Songs – Carols Around the Tree</u> 	<ul style="list-style-type: none"> • <u>The Fresh Prince of Bel-air</u> <ul style="list-style-type: none"> • <u>To play</u> <ul style="list-style-type: none"> ○ A ○ D + A ○ G + A ○ C, D, E, F, G + A • To improvise using: <ul style="list-style-type: none"> ○ D or D + E or D, E + F • To compose using: <ul style="list-style-type: none"> ○ C ○ C, D + E ○ C, D, E, F + G 	
Y5/6 Cycle B	<p style="text-align: center;"><u>Memorable Knowledge</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know five songs from memory, who sang or wrote them, when they were written and why • Know the style of the songs and to name other songs from the Units in those styles • Choose three or four other songs and be able to talk about: 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 • Understand the historical context of the songs • Know and talk about the fact that we each have a musical identity <p><u>Games</u></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse • Know about the style of the songs so you can represent the feeling and context to your audience • Choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics • Know and explain the importance of warming up your voice <p><u>Playing</u></p> <ul style="list-style-type: none"> • To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols 		

- Recognise the notes C, D, E, F, G, A, B + C on the treble stave
- Identify the instruments they might play, or that may be played in a band, or orchestra, or by their friends

Improvisation

- Understand that improvisation is making up your own tunes on the spot
- Recognise that when someone improvises, they make up their own tune that has never been heard before
- Know that using one, two or three notes confidently is better than using five
- Know that if you improvise using the notes you are given, you cannot make a mistake
- Recognise that you can use some of the riffs and licks you have learnt in your improvisations
- Know three well-known improvising musicians

Composition

- Know and be able to talk about a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to friends.
- Understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Recognise the connection between sound and symbol – Notion

Performance

- Understand that performing is sharing music with an audience with belief
- Recognise that a performance doesn't have to be a drama
- Recognise that everything that will be performed must be planned and learned
- Understand that you must sing or rap words clearly and play with confidence
- Recognise that a performance can be during special occasion and involve an audience including people you don't know
- Understand that performances are planned and are different for each occasion
- Recognise that a performance involves communicating ideas, thoughts and feelings about the song/music.

• **Happy**

- **To play**
 - A
 - A + G
 - A, G + B
 - G, A, B, C, D + E
- To improvise using:
 - A or A + G or A, G + B
- To compose using:
 - A
 - A, G + B
 - C, E, G, A + B

• **Djembe – African Drumming Unit**

- To play with alternate left and right

• **You Got a Friend**

- **To play**
- Eb, F, G, Ab, Bb, C + D
- To improvise using:
 - A or A + G or A, G + B

• **Music and Me**

- **To play**
 - C
 - G, A + B
 - C, D, E + F
 - D, E, F, G, A, B + C
- To improvise using:
 - A or A + G or A, G + E
- To compose using:

• **Reflect, Rewind, Revisit Classical**

• **End of Year Production**

	<p>hands</p> <ul style="list-style-type: none"> • Play together in time • To play different high and low tones accurately • To respond to Call and Response accurately • To understand structure • To improvise rhythmic patterns • To compose own rhythmic patterns • To perform with an awareness of audience • Key language: beat, rhythm, tone, tempo, dynamics <p>• <u>Christmas Songs – Carols Around the Tree</u></p>	<ul style="list-style-type: none"> ○ E ○ E, G + A ○ E, G, A, C + D 	
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