



Music Policy
Norman Street Primary School

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Mission Statement

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our agreed vision

Norman Street Primary:

- **Is at the heart of the community, encouraging high aspirations for all.**
- **Provides high quality education to facilitate independent and collaborative learning in a safe environment.**
- **Creates wider opportunities and broader experiences to enable the development of self-awareness and understanding of our impact on the wider world.**

Our Music Policy reflects the Mission Statement and the philosophy of the whole school and ensures the children's entitlement to a broad balanced and differentiated curriculum.

The purpose of the policy is to inform and provide a point of reference for the following:

- Teaching Staff/Support Staff
- Governors and Parents
- Members of the Inspectorate and L.E.A. Officers
- Other Agencies

Music Policy Statement

Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops pupil's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

The National Curriculum (2014) states that 'Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' At Norman Street Primary School we aim to give the children a broad music education, using the 'Charanga Musical School' scheme of music.

Aims of Music

The aims of music at Norman Street Primary School are concerned with bringing children into contact with activities fundamental to musicians.

Music teaching offers opportunities for:

- Listening and appraising music – responding and reviewing.
- Applying knowledge and understanding.
- Controlling sounds through singing and playing – performing skills
- Creating and developing musical ideas – composing and notation skills

The Charanga Musical School scheme allows for children to be taught the 9 interrelated dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation) seamlessly from EYFS to Year 6, showing clear progression through all skills.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

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. (See appendix 2)

Areas to be covered in Music

National Curriculum (2014)

Key stage 1 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.*

Key stage 2 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*
- *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*
- *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
- *Develop an understanding of the history of music*

The Charanga Musical School scheme allows for teachers to ensure that children receive the breadth of study as each unit of work is divided into 6 steps. Each step includes activities and games covering the musical dimensions through a central song with instrumental parts; the accuracy, fluency, control and expression is of the utmost importance.

The Charanga Musical School scheme was adapted in Summer 2020, to allow for the safe teaching of music during the Covid-19 pandemic within school. The adaptation also allowed for the continuation of music teaching remotely, providing teachers with resources for teaching and assessment.

Children have opportunities in music to:

- Perform to different audiences including at whole-school events for parents;
- Experience live music from professional musicians in school and out of school;
- Develop their musical skills through specialist instrumental tuition;
- Extend their interests and expertise through involvement in school, community and regional activities.

The role of the Music Leader

The leader will aid and assist in the implementation of the Music policy by:

- liaising with external expertise
- cascading, monitoring and discussing a portfolio of evidence
- maintaining and updating resources
- providing support and advice
- assisting in implementing the scheme of work
- reviewing and updating this policy and scheme of work.
- Coaching to provide ideas and support to other staff

Policy Guidelines

Implementation

Children are taught the knowledge, skills and understanding through a unit of work of 6 lessons. The lessons are flexible enough that this can be extended, however. The unit of work allows for the children to progress across the interrelated dimensions of music in each lesson, thus showing progression in each unit, term and academic year. The unit overviews and musical progression documents are available for staff to use for long term and medium planning (see Appendix 3).

The musical skills are taught around a central song which changes with every unit. Children are taught to love a wide range of music from classical to contemporary and understand the differences/similarities between a wide, diverse range of music (see Appendix 4).

To ensure coverage of skills and knowledge, teachers refer to the 'Progression of Skills' in music document. Teachers were given the 'Progression of Skills' document in Summer

2017, but also have access to the document on the school server in the 'music' file, on G Drive or directly from the Music lead.

During the children's time in primary school, we will aim to have at least one opportunity to visit or be visited by a professional musician.

In Year 2, the children are all given the opportunity to learn the recorder for the whole year. This is taught through the 'first access' program, provided by the Cumbria Music Hub.

Time (Recommendations)

Key Stage 1: approx. 45 minutes per week

Key Stage 2: approx. 1 hour per week

The head teacher, governors and music lead of Norman Street Primary School believe that Music has a vital role to play and recommend that the time stated above, is given to this curriculum area per week.

Planning

Our Music scheme of work is taken from the Charanga Musical School. In line with our Assessment policy, assessment is ongoing and is used to inform planning.

Planning is accessible from the Charanga Musical School website. Teachers are able to access either a simple 1 page or a more in-depth plan based on their needs. The plan includes the main aspects of a 'Charanga' Music lesson, but will differ depending on which week of the unit the teacher is on.

The plan includes:

- Listen and Appraise
- Musical Activities (with increasing depth over time)
- Perform

The 'Musical Activities' can include:

- Warm-up games
- Flexible games
- Vocal Warm Ups
- Learn the song
- Learn and play your instruments
- Improvise with your voice/instruments
- Compose with your voice/instruments

The Charanga Musical School scheme was adapted in Summer 2020, to allow for the safe teaching of music during the Covid-19 pandemic within school. The adaptation also allowed for the continuation of music teaching remotely, providing teachers with resources for teaching and assessment. (see appendix 5)

Assessment/Record Keeping

Short-term, weekly planning for whole class teaching is based on ongoing formative assessment, allowing for differentiation in the form of musical challenge given on the Charanga Musical School scheme. Music assessments are based on performances, samples

of work, observations and discussions with pupils; creating opportunities for the pupils to demonstrate their skills, knowledge, understanding and learning needs.

Teachers also complete foundation subject assessment data termly.

Teachers complete the recently updated (Autumn Term 2020) music foundation subject tracker. This has been updated to ensure that the strands fit each year groups strands of learning, ensuring that assessment is useful and informative. This foundation tracker is filled in by the class teacher as they cover the strands, and is checked half-termly by the subject lead to identify strengths and weaknesses in Music across the school and make changes to the scheme as necessary.

Recording

At Norman Street Primary we recognise that there needs to be both practical Music activities and recording. The majority of time in music lessons should be spent practically making music, listening to music and responding to it. Writing can sometimes help pupils to make an individual response, rather than a group response. It is important to enable children to record key concepts and to organise their thoughts. Recording can help to assess understanding and provide evidence. It is essential to use a variety of methods of recording in order to maintain interest. The recording should be matched to the children's ability and to the Music activity. At Norman Street Primary School, we always have a good reason for having a written task during a music lesson; ensuring that it is enhancing the learning of music and not replacing it.

The Charanga Musical School scheme that we follow at Norman Street Primary School, includes notation in each unit of work for all age groups. This can differ from abstract notation to standard written staff notation to computer compositions.

Alternative suggestions for Recording:

- Verbal Recording (discussion/circle time/ cassette or digital)
- Creative Response Drawings
- Computer Compositions
- Digital/Video/Tape Record Performances
- Abstract Written Notation - pitch and rhythm
- Standard Written Staff Notation
- Written Work (worksheets/ question and answer approach)
- Videos
- Word Puzzles
- Drama/Musicals
- Class Display
- Shared Writing

As school we have invested in 1:1 iPads across the school. Therefore, the recording of learning within music lessons will increasingly be recorded on the iPads. By the end of Summer term 2021, each class will have a 'Music Book' including recordings, videos and annotations from the children's learning and performances.

We are also looking into relevant apps to supplement children's music provision.

Reporting

Children's progress and achievements in Music are reported to parents in a written report at the end of each year. Children who undertake musical tuition also receive a report from their teacher at the end of each academic year.

Monitoring

Music is to be monitored regularly by the Music lead through teaching observations, pupil and teacher conversation, planning scrutiny and work/book (iPad) scrutiny. The Music lead will also look at termly data to ensure the breadth of study is being taught across the school and to also ensure progression is evident, across not only the school but in individual classes.

Remote Learning

The Charanga music scheme supports remote learning through a function called 'Yumu'. This function gives each child an individual login and workspace. The class teacher, overseen by the music lead, is then able to set lessons for each child from the scheme. This means that the children are able to continue with high-quality music provision at home. Teachers are also able to track children's progress, assess and give feedback through the Yumu function.

The Yumu function also allows for lessons to be set well in advance, thus supporting teacher workload.

Extra-curricular Activities

The Choir rehearses weekly. Performances are given to the Staff, Pupils, Parents, Governors, and also the wider community. The Choir is regularly invited to perform in the local rest homes, community events and churches.

Choir has moved to a virtual extra-curricular activity, due to the Covid-19 pandemic. This has been accessed and available to children from Busy Bees to Year 6.

A variety of music tuition opportunities take place (drums, violin, keyboard and guitar). The children are given the opportunity to perform at least once a year at the school's annual Musical Evening. The children are also given the opportunity to sit examinations in their chosen instrument. Musical tuition is payable in half termly instalments, with the aim to ensure learning an instrument is accessible to the many and not the few.

Children are given the opportunity to rehearse and take part in the Carlisle Music and Drama festival, in a range of classes.

Entitlement

Equal Opportunities:

Norman Street's inclusion policy is to provide effective learning opportunities for all its pupils. Every pupil is entitled to access to the Music curriculum regardless of ability, gender or ethnicity.

Inclusion:

When planning the curriculum all teachers have due regard to the following principles of inclusion: -

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment

Differentiated tasks are set as appropriate with any necessary Individual Education Programmes for pupils with special educational needs. Differentiated tasks are set also with an awareness of those children recognised with a gift or talent for this subject; Teachers are aware of how to access music/further tasks for gifted and talented children in Music, through the Charanga Musical School scheme.

The Role of the Teacher

The class teacher must:

- Use the Charanga Musical School planning to aid work, ensuring planning is annotated for individualisation (class and specific children);
- Implement the scheme of work;
- Share clear learning objectives;
- Use Music to promote the spiritual, moral, social and cultural development;
- Create an interactive stimulating learning environment

Resources

The subject leader has provided a list of resources/inventory for all staff to access. The subject leader has also identified resources that are needed to ensure that Music can be taught effectively. Staff are required to inform the Music lead of any damaged instruments/music resources.

A large number of instruments were bought for the start of the new academic year (2020). We purchased 60 glockenspiels, 1 box of KS2 percussion instruments, 1 box of KS1 percussion instruments and 120 beaters.

The resources for Music are currently kept in the resource cupboard, but there are some resources kept in classrooms.

Resource Cupboard:

- Music stands
- Keyboards (x3)
- Glockenspiels (x40)

Busy Bees:

- Glockenspiels
- Range of percussion instruments

Year 2:

- Recorders (1 per child)
- KS1 box of percussion instruments
- Glockenspiels (x20)

Year 3, 4 and 5:

- Recorders (1 per child)

Online/Shared Area:

- Lyrics
- Music and Backing Tracks
- Electronic copies of production resources

Music Lead Classroom (Year 6):

- A range of production resources
- Music CDs
- KS2 box of percussion instruments
- Resources for services and whole school assemblies/events

Each child (in the whole school) has their own beater, for the glockenspiels. These are named and will move up the school with the child. This was organised during the Covid-19 pandemic, for hygiene and safety reasons.

Each child from Year 2-6 has their own, named, recorder. These are cleaned termly and kept in their own case, for hygiene and safety reasons.

Cross Curricular Links

Music is a subject in its own right and should be taught as such. However, it can make a distinctive contribution to many areas of the school curriculum. Music fits naturally with many subjects and children should be aware of such links.

The use of music can both enrich learning in other subjects and consolidate musical skills, knowledge and understanding.

- Time, place and culture: history, geography, English, art and design, R.E. and in P.S.H.E
- Mood and emotion: dance, drama, English, art and design, R.E. and in P.S.H.E
- Structure: writing poetry and creating dances
- Sound: science.

Health and Safety

When working with musical instruments and I.C.T equipment in practical activities, children are taught:

- About hazards
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

Pupils are taught to respect the musical instruments and equipment. Class discussions include an awareness of the 'value' of the instrument to the school, in addition to its monetary value.

Each child (in the whole school) has their own beater, for the glockenspiels. These are named and will move up the school with the child. This was organised during the Covid-19 pandemic, for hygiene and safety reasons.

Each child from Year 2-6 has their own, named, recorder. These are cleaned termly and kept in their own case, for hygiene and safety reasons.

Professional development

Staff requiring INSET, guidance in the implementation of the scheme of work or needing advice about any aspect of the revised policy should contact the Music lead.

Any members of staff who have attended INSET courses or training in any aspect of the Music curriculum will fill in a course evaluation form as per school procedure.

Dissemination will occur as required.

The Music lead will take responsibility for ensuring that staff are confident and competent in teaching the music scheme – this will be identified through monitoring.

Arts Mark

The music lead and art lead are working towards the Arts Mark at Norman Street School. All staff will be required through music (and other aspects of the arts) to contribute to this application. The final part of the application is to be submitted in Summer Term 2021.

Review Date

Review Date: Spring 2021

Next review date: Spring 2023

Music Lead: Rebecca Waters

This policy statement, guidelines and scheme of work should be reviewed in 2023 or before, should there be any changes to legislation.

Appendices

Appendix 1:

Additional Musical Opportunities

In addition to the lessons, all children will be involved in other musical activities, such as:

- Whole school – weekly singing assembly led by the music lead
- Year 2 and 6 Production in Summer Term 2.
- A Harvest, Christmas, Easter and Summer Leaver's Service. The involvement of pupils may vary depending on the individual nature of the performance. Pupils may take a lead part in the performance or as members of the congregation.
- Concerts by children from the extra-curricular activity groups perform for the school, parents and the community, which can be secular in nature or reflect a religious celebration, etc.

Appendix 2:

The Interrelated Dimension of Music from Charanga Musical School

The Interrelated Dimensions of Music

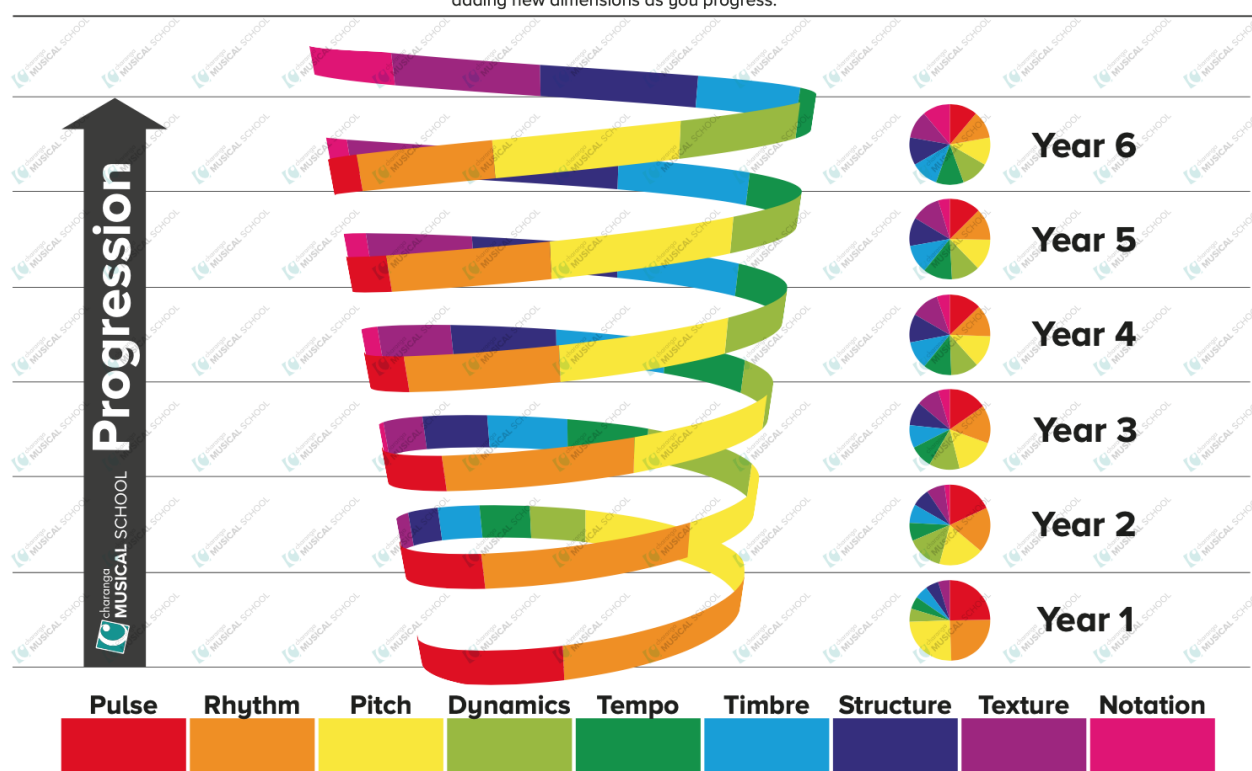
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Appendix 3: Musical Progression and Unit Overviews

Key Stage 1 – Musical Progression

Musical Progression – KS1



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	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
1	Autumn 1	Hey You!	C	C	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
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	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
1	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	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C E G	E G A	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
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
2	Autumn 1	Hands, Feet, Heart	C	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	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets 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	C	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	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers , Minims	C	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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Key Stage 2 – Musical Progression

Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	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	
3	Autumn 1	Let Your Spirit Fly	C	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	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	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	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, 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	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smibreves, Minims	N/A	C	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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Key Stage 1 – Unit Overview with cross-curricular links

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
1	Autumn1	Hey You!	Old School Hip Hop	Option to 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.	Fresh Prince of Bel Air - KS2 (Scheme Year 5) Ee-Oh! by Benjamin Britten - KS2 (see Freestyle)
	Autumn 2	Rhythm In The Way We Walk and Banana Rap	Reggae, Hip Hop	Action songs that link to the foundations of music.	Zootime - KS1 (Scheme Year 2) Three Little Birds - KS2 (Scheme Year 3) Hey You! - KS1 (Scheme Year 1) The Fresh Prince Of Bel Air - Hip Hop - KS2 (Scheme Year 5) Ee-Oh! - Benjamin Britten (see Freestyle)
	Spring 1	In The Groove	Blues, Latin, Folk, Funk, Baroque, Bhangra	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.	Tragic Story - Britten - KS2 (see Freestyle) Baroque - History of music (see Reflect, Rewind and Replay units) I Mun Be Married - Britten KS2 (see Freestyle) Begone Dull Care! - Britten KS2 (see Freestyle)
	Spring 2	Round And Round	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	In The Groove - Year 1 - KS1 (Year 1) Benjamin Britten - Begone Dull Care - KS2 (see Freestyle) Classroom Jazz 1 and 2 - KS2 (Scheme Years 5 and 6)
	Summer 1	Your Imagination	Film, Pop, Musicals	Using your imagination and creating your own lyrics.	Dragon Song (Scheme Year 3)
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 1	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.	All Year 1 Units

2	Autumn1	Hands, Feet, Heart	South African styles	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Fishing Song - Britten - KS2 (see Freestyle)
	Autumn 2	Ho Ho Ho	Christmas, Big Band, Motown, Elvis, Freedom Songs	Christmas. Literacy - christmas vocabulary. Historical context of musical styles.	Christmas units
	Spring 1	I Wanna Play In A Band	Rock	Teamwork, working together. The Beatles. Historical context of musical styles.	Livin' on a Prayer - KS2 (Scheme Year 5) Don't Stop Believin' - KS2 (see Freestyle)
	Spring 2	Zootime	Reggae	Animals, poetry and the historical context of musical styles.	Three Little Birds - KS2 (Scheme Year 3)
	Summer 1	Friendship Song	Pop, Soul, Film, Musicals	Friendship and being kind to one another.	Bringing Us Together (Scheme Year 3)
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 2	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.	All Year 2 Units

Key Stage 2 – Unit Overview with cross-curricular links

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
3	Autumn1	Let Your Spirit Fly	R&B, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.	There Was A Monkey - Britten - KS2 (see Freestyle),
	Autumn 2	Glockenspiel Stage 1	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Glockenspiel Stage 2 - KS2 (Scheme Year 4). Using scores/notation in the units.
	Spring 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.	Zootime - KS1 (Scheme Year 2). Britten -There Was A Man Of Newington - KS2 (see Freestyle).
	Spring 2	The Dragon Song	Music from around the world	Friendship, kindness, acceptance, the environment, creativity.	Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).
	Summer 1	Bringing Us Together	Disco/Anthem	Music unites us, friendship, kindness.	Friendship Song (Scheme Year 2).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 3	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.	All Year 3 units.

4	Autumn1	Mamma Mia	ABBA	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Other units that relate to the 80s Livin' On A Prayer - KS2 (Scheme Year 5). Don't Stop Believin' - KS5 (see Freestyle).
	Autumn 2	Glockenspiel Stage 2	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Using scores / notation in all units.
	Spring 1	Stop!	Grime, Classical, Bhangra, Tango, Latin Fusion	Composition, bullying.	The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).
	Spring 2	Lean On Me	Gospel	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	A New Year Carol - Gospel version -KS2 (Scheme Year 6). Reflect, Rewind and Replay - History of Music.
	Summer 1	Blackbird	The Beatles	Civil rights. The development of Pop music.	Dancing In The Street (Scheme Year 6).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 4	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.	All Year 4 units.

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
5	Autumn 1	Livin' On A Prayer	Rock	How rock music developed from the Beatles onwards. Analysing performance.	I Wanna Play In A Band - KS1 (Scheme Year 2). Don't Stop Believin' - KS2 (see Freestyle).
	Autumn 2	Classroom Jazz 1	Jazz	History of music - Jazz in its historical context	Classroom Jazz 2 - KS2 (Scheme Year 6). Supports improvisation generally in previous units.
	Spring 1	Make You Feel My Love	Pop Ballads	Historical context for ballads.	Mamma Mia - KS2 (Scheme Year 4).
	Spring 2	The Fresh Prince of Bel Air	Hip Hop	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.	Hey You! - KS1 (Scheme Year 1).
	Summer 1	Dancing In The Street	Motown	The history of Motown and its importance in the development of Popular music. Civil rights.	Happy - KS2 (Year 6). Blackbird - KS2 (Year 4).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 5	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.	All Year 5 units.

6	Autumn 1	Happy	Pop/Motown	What makes us happy? Video/project with musical examples.	Motown - Happy KS2 (Year 6), Dancing In The Street KS2 (Year 5)
	Autumn 2	Classroom Jazz 2	Jazz, Latin, Blues	History of music - Jazz in its historical context	Classroom Jazz 1 (Scheme Year 5). Supports improvisation generally in other units.
	Spring 1	Benjamin Britten - A New Year Carol	Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.	Christmas units: Lean On Me - Gospel - KS2 (Scheme Year 4). In The Groove - Bhangra - KS1 (Scheme Year 1).
	Spring 2	Music And Identity	Coming soon...		
	Summer 1	You've Got A Friend	The music of Carole King	Her importance as a female composer in the world of popular music.	Make You Feel My Love - Adele KS2 (Year 5).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 6	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.	All Year 6 units.

To allow for more flexible teaching during the Covid-19 pandemic, the music lead condensed the above. This ensured that the interrelated dimensions of music were still being covered in the year groups, but that music could be covered safely too:

Music Overview – 2020/21

Year Group	Autumn Term	Spring Term	Summer Term
Busy Bees	Me!	Everyone!	Big Bear Funk
Year 1	Hey You!	In <u>The</u> Groove	Your Imagination
Year 2	First Access	First Access	First Access/Production
Year 3	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds
Year 4	Mamma Mia	Glockenspiel 2	Lean on Me
Year 5	<u>Livin'</u> On A Prayer	Classroom Jazz 1	Dancing <u>In</u> The Street
Year 6	Happy	Fresh Prince	Production

Teaching of Music

- Allocate a block of 2 weeks to teach the 6-lesson unit from Charanga.
- Year 2 and 6 have production as their Summer Term music allocation.
- Year 2 have First Access for their music coverage. This should be shown as being taught weekly on your Curriculum Map.
- Each unit MUST finish with a group/individual performance to your class. This MUST be filmed on an iPad and added to a class Music Book. I will send the template for this tomorrow.

Appendix 4:

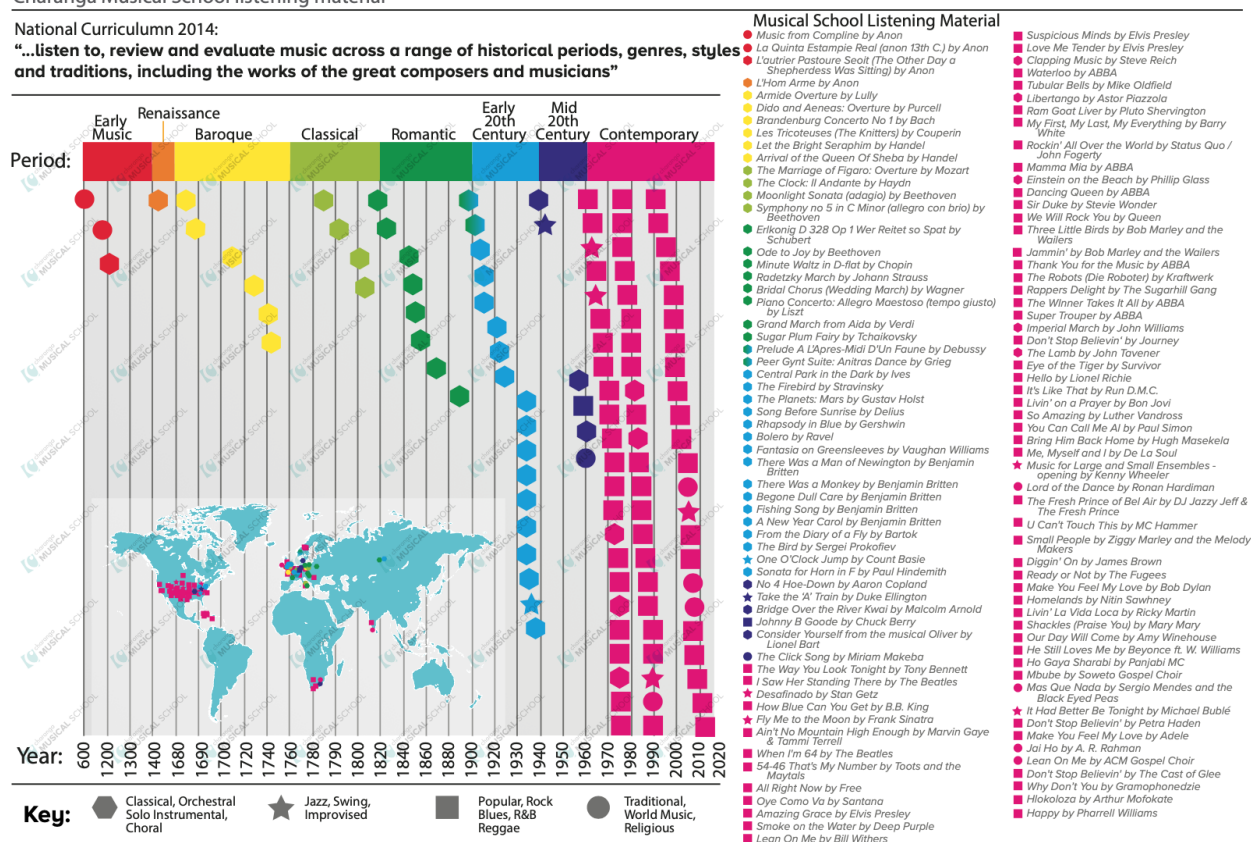
Listening and Appraising from Charanga Musical School

Listening and appraising

Charanga Musical School listening material

National Curriculum 2014:

“...listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians”



Appendix 5:

Adapted Covid Safe Charanga Scheme



Teaching Music Safely During COVID

We know that music-making is an important part of our students' education as well as having a huge positive benefit on their well-being. Whilst it is essential to follow the social distancing and general guidance given at a school, trust, authority and country level it is still possible to adhere to this advice and offer safe and practical music-making opportunities for all students.

It is important that all activities suit students working individually, in groups or classes in school, or through a hybrid or blended approach to learning. Using Charanga you simply decide which activities are appropriate for your students at any given time.

The main activities which are currently limited for many are singing and the playing of certain instruments.

Singing

Although singing in the classroom may not be allowed, it is worth considering other options such as singing in the playground or at home. For this reason we have not removed the Learn to Sing the Song activity from our Units of Work.

Additionally we have given suggestions for other ways to enjoy the songs - see the Teaching Guides on each unit homepage for more details. These suggestions include ideas such as reflecting on the meaning and message of the unit song or creating your own lyrics (words).

We are also thrilled to offer a signed version of the main song from the adapted units offering your students the chance to communicate through signing rather than singing.

Playing Instruments

The playing of instruments especially those that are blown such as recorders and other woodwind or brass instruments, may be advised against in a classroom setting. In certain circumstances this may also include sharing of any instruments including classroom percussion.

If you have classroom percussion such as triangles and drums, consider allocating specific instruments to individual students and swapping around each week or so. Percussion instruments are easily carried by your students should you need to move to a different space. Divide the students into two music teams when necessary, with each team taking it in turns to be the performers and the listeners.

If there are not enough percussion instruments for every student why not create some? They can be as simple as striking the chair with a pencil or as elaborate as you like! You might even want to set a 'create your own instrument' homework task.

For instruments such as glocks which require a beater, you may need to invest in additional beaters so that everyone has their own. These could be stored easily in the students' pencil cases.

Should you usually use instruments such as recorders, it will be important to label them very clearly with every student having their own. Depending on the guidance it is likely you may need to use recorders and other blown instruments outside, in smaller groups, or at home. It is easy to share teaching resources to support learning at home through Yumu along with the unit packages. More details are available on the CPD & Training section.

If you decide that instruments should be avoided in school altogether, or if you want to explore a new skill, why not try body percussion – sounds you make with your body such as claps, clicks or stamps. Body percussion can be used for rhythmic work or you can allocate a particular action to a particular note.

Liaise with your local hub or instrumental provider to plan for whole-class, group or individual instrumental lessons. Many providers are exploring online provision or you may be able to use a larger space to allow for social distancing with certain conditions in place such as the use of a screen; blank roller blinds are ideal for this. Students who enjoy additional instrumental or vocal tuition will be really grateful for the opportunity to continue.

Optional Replacement Activities

If you are using the Adapted for COVID Scheme and prefer not to use Learn to Sing the Song, we have inserted a complete replacement activity for you to explore. As you would expect, this replacement activity will seamlessly link to the unit focusing on a specific feature of the main song. For example, the replacement activity for Hey You! explores a rhythm pattern from the song itself and Hands, Feet, Heart features a listening game celebrating music from around the world.

Each unit has a Teaching Guide which gives step-by-step instructions. Further support is provided with the live and recorded webinars such as You Can! Explore Rhythms and You Can! Create Develop Listening Skills. Your CPD & Training Manager will also be happy to offer advice.

Hybrid and Blended Learning

All the units within the adapted Scheme are accompanied by a Musical School Scheme At Home Package which, unlike the previous streamlined Music At Home Packages, includes every resource from the unit.

The Scheme At Home packages are designed to be flexible so that you, as the teacher, decide which activities should be completed in or outside of the classroom. If your students are not singing or playing certain instruments in school this is the ideal opportunity to encourage these activities at home.

Access to these packages is via Yumu. Providing students with individual logins is a two minute job – you simply copy and paste a class or group list to create a unique username and password for everyone. Distributing the login details in school is easy with a choice of printable letters or stickers. It is more time-consuming if students are not in school so do make this a priority. Additionally this will allow you to set appropriate tasks for your students to complete during, before or after their music lessons.