



MUSIC at Ham Dingle



Our Music curriculum is delivered through Charanga and aims to:

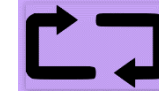
- Build progressive knowledge of different genres of music
- Understand key musical influencers
- Develop the skills needed to play and perform using instruments, including the voice
- Identify how history inspired music and particular songs to be written
- Expose children of all ages to simple and more complex musical notation.



Big Ideas

Charanga to support the delivery of Music across the whole school. The pupils actively involved and engaged in Music for sustained periods of time, at least once weekly in class and a weekly singing assembly. The Big ideas are:

- **To learn to use their voices**
- **To sing in tune with other people**
- **To recognise pulse and pitch**
- **To play tuned and un-tuned musical instruments**
- **To create musical compositions**
- **To explore how music is created, produced and communicated**
- **To develop knowledge of musical notation**
- **To compose music**



Content and Sequencing

Charanga provides a clear curriculum for each year group. These units are built on in consequent years where skills are further developed and applied to a variety of musical genres.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1 OVERVIEW & PLANNING YEAR	How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	How Does Music Tell Stories From The Past? 1 2 3 4 5 6	Coming Soon How Does Music Make The World A Better Place?	Coming Soon How Does Music Help Us To Understand Our Neighbours?	Coming Soon What Songs Can We Sing To Help Us Through The Day?	Coming Soon How Does Music Teach Us About Looking After Our Planet?
2 OVERVIEW & PLANNING YEAR	How Does Music Help Us To Make Friends? 1 2 3 4 5 6	How Does Music Teach Us About The Past? 1 2 3 4 5 6	Coming Soon How Does Music Make The World A Better Place?	Coming Soon How Does Music Teach Us About Our Neighbourhood?	Coming Soon How Does Music Make Us Happy?	Coming Soon How Does Music Teach Us About Looking After Our Planet?
3 OVERVIEW & PLANNING YEAR	How Does Music Bring Us Closer Together? 1 2 3 4 5 6	What Stories Does Music Tell Us About The Past? 1 2 3 4 5 6	Coming Soon How Does Music Help To Make The World A Better Place?	Coming Soon How Does Music Help Us Get To Know Our Community?	Coming Soon How Does Music Make A Difference To Us Every Day?	Coming Soon How Does Music Connect Us With Our Planet?
4 OVERVIEW & PLANNING YEAR	How Does Music Bring Us Together? 1 2 3 4 5 6	How Does Music Connect Us With The Past? 1 2 3 4 5 6	Coming Soon How Does Music Make The World A Better Place?	Coming Soon How Does Music Teach Us About Our Community?	Coming Soon How Does Music Shape Our Way Of Life?	Coming Soon How Does Music Connect Us With The Environment?
5 OVERVIEW & PLANNING YEAR	How Does Music Bring Us Together? 1 2 3 4 5 6	How Does Music Connect Us With The Past? 1 2 3 4 5 6	Coming Soon How Does Music Make The World A Better Place?	Coming Soon How Does Music Teach Us About Our Community?	Coming Soon How Does Music Shape Our Way Of Life?	Coming Soon How Does Music Connect Us With The Environment?
6 OVERVIEW & PLANNING YEAR	How Does Music Bring Us Together? 1 2 3 4 5 6	How Does Music Connect Us With The Past? 1 2 3 4 5 6	Coming Soon How Does Music Make The World A Better Place?	Coming Soon How Does Music Teach Us About Our Community?	Coming Soon How Does Music Shape Our Way Of Life?	Coming Soon How Does Music Connect Us With The Environment?



Deepening Concepts

To enable our pupils to think and behave like musicians our deepening concepts in Music are:

- **To describe**
- **To transcribe**
- **To compose**
- **To perform**



Links with other subjects

Children can link Music to mathematical skills in counting, patterns.

Children can link Music to reading and writing when exploring the meaning and purpose of song lyrics.

Children will use subject specific vocabulary throughout Music lessons and are expected to apply and define this terminology when and where needed.

Connecting Across The Curriculum

Year 1

Counting
Days of the week
Parts of the body
Counting backwards from 10
Animals from around the world
Insects
Our planets
PSHE
Stories
Shapes

Year 2

The importance of communication
Working and playing together
Stories
Caring about other people
Music from different parts of the world
Playing in a band together
Nature: the sun
Identity and accepting one another

Year 3

Your place in your family
Making friends and understanding each other
Using your imagination
Life in different countries
The way people lived
Families
Nature, the environment
Connections with the past

Year 4

Friends and people we meet
How people and children used to live
Connecting with the past
Music from different cultures
Music and dancing
Music and freedom

Year 5

School
Heroes
The solar system
Space
Freedom

Year 6

Understanding feelings
Friendship, kindness, respect
Standing up for democracy and eliminating oppression
Knowing our cultural roots
Engaging to protect and care for our planet earth: ecosystems, recycling, etc.



Lesson Design

Each lesson has:

- A clear structure of – example, explain, attempt, apply and challenge
- The teacher will begin with retrieval practice, where children will recall their learning from previous lesson or unit.
- The lesson will be introduced to the children and the teacher will lead a suitable warm up.
- Teacher will clearly model the skills that the children will be practising during the lesson
- Teacher will introduce and explain a particular genre style
- Children will appraise a piece of music from a specific genre
- The children will then practise the skills independently or as part of an ensemble.
- Children will then apply the skill as part of a short solo or ensemble performance
- Children will evaluate and reflect on their and each other's performance



Vocabulary

Each learning module includes and teaches subject/unit specific vocabulary. This is linked to the genre and skills that the children will be practising and applying in each unit and will be consistently referred to throughout the lesson and the unit.



Making Progress

Children make progress when there is a change in long term memory and when content is taught in small, manageable steps. This will reduce cognitive load. Units are sequenced, so prior knowledge, skills and concepts are built upon from previous year groups and units lead to improved skills and increased knowledge.

Individual progress is assessed through observations and end of unit performances. Class progress is recorded and monitored through photographs, audio recordings and records kept in class books.



Retrieval Practice

Retrieval practice is used as a learning tool, not just an assessment tool. It allows children to transfer their ideas from their working memory into the long term memory. Retrieval encourages children to memorise knowledge and skills. In Music, this is often skills based and children are then encouraged to implement the skills in a variety of solo and ensemble performances.

Each lesson begins with a recap of the last lesson and the skills/knowledge acquired.