

Curriculum Narrative: Music (North Elmham) - Two Key Stage Version year 2023-2024

Key Stage 1

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2
Reception	Children can listen attentively, move to and talk about music, expressing their feelings and responses. They can watch and talk about dance and performance art, expressing their feelings and responses. They are able to sing in a group or on their own, increasingly matching the pitch and following the melody. They can explore and engage in music making and dance, performing solo or in groups					
Year R/1 A Charanga Music Scheme	Unit: Me Learn to sing nursery rhymes and action songs: Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Cross-curricular and topic-based	Unit: My Stories Learn to sing nursery rhymes and action songs: Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Cross-curricular and topic-based	Unit: Everyone Learn to sing nursery rhymes and action songs: Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	Unit: Our World Learn to sing nursery rhymes and action songs Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song	Unit: Big Bear Funk Transition unit preparing for following year, revisiting previously learnt songs. Musical learning focus: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using	Unit: Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. Musical learning focus: Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs

	<p>focus</p> <p>Explore: Growing, Homes, Colour, Toys, How I look</p> <p>Vocab: pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture, singing and playing instruments</p>	<p>focus</p> <p>Explore: Using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's Pretend, Once Upon A Time</p> <p>Vocab:pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture, singing and playing instruments</p>	<p>Cross-curricular and topic-based focus</p> <p>Explore: Family, Friends, People, Music from around the world</p> <p>Vocab:pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture, singing and playing instruments</p>	<p>Share and perform the learning that has taken place</p> <p>Cross-curricular and topic-based focus</p> <p>Explore: Animals, Jungle, Minibeasts, Night and day, Sand and water, Seaside, Seasons, Weather, Sea, Space</p> <p>Vocab:pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture, singing and playing instruments</p>	<p>voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p> <p>Vocab:pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture, singing and playing instruments</p>	<p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p> <p>Vocab:pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture, singing and playing instruments</p>
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Key Stage 2

<p>Year 2/3/4</p> <p>Charanga original Scheme of work</p>	<p>Year 3</p>	<p>Unit: Let Your Spirit Fly</p> <p>Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross curricular links: Historical context of musical styles.</p>	<p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of</p>	<p>Unit: Three Little Birds</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p>	<p>Unit: The Dragon Song</p> <p>Style: A little bit funky and music from around the world.</p> <p>Topic and cross curricular links: Storytelling, creativity, PSHE, friendship, acceptance,</p>	<p>Unit: Bringing Us Together</p> <p>Style: Disco</p> <p>Topic and cross curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 3</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some</p>
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Year 5/6	Year 5 Units	Unit: Happy Style: Pop/Motown Topic and cross curricular links: What makes us happy? Video/project with	Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues Topic and cross curricular links: History of music -	Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Unit: You've Got A Friend Style: The Music of Carole King Topic and cross curricular links: Her importance as	Unit: Music and Me Style: Contemporary focusing on women composers.	Unit: Reflect, Rewind and Replay Style: Western Classical Music and songs for performance

		<p>musical examples.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>Jazz in its historical context.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternons.co.uk. The historical context of Gospel music and Bhangra.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>a female composer in the world of popular music.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>	<p>Topic and cross curricular links: continuing focus on women as composers and links to inspirational women (House teams) Celebrating diversity.</p> <p>VOCAB: style, melody, compose, pulse, rhythm, tempo, dynamics, pitch and structure.</p>	<p>Topic and cross curricular links: 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.</p> <p>VOCAB: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>
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