

Pinnacle Schools Federation: Iron Acton & Hawkesbury

Music Curriculum

Note: In September 2022, the schools began to utilise the Charanga scheme of work and resources to support its effective delivery of music. The schools are currently teaching content from the Reception, Year 1, Year 3 and Year 5 units to children in our mixed age classes and will review and adapt this with the music hub before beginning the second year of the 2-year cycle to ensure appropriate challenge and progression.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Each unit of work provides children with the opportunity to:

1. **Listen and Appraise**
2. **Musical Activities** include Games, Singing, Playing, Improvising and Composing
3. **Perform/Share**

Children receive 45-60 minutes of music teaching per week.

The diagram on the next page sets out the progression through the scheme of work and how this reinforces the inter-related dimensions of music.

The Interrelated Dimensions of Music

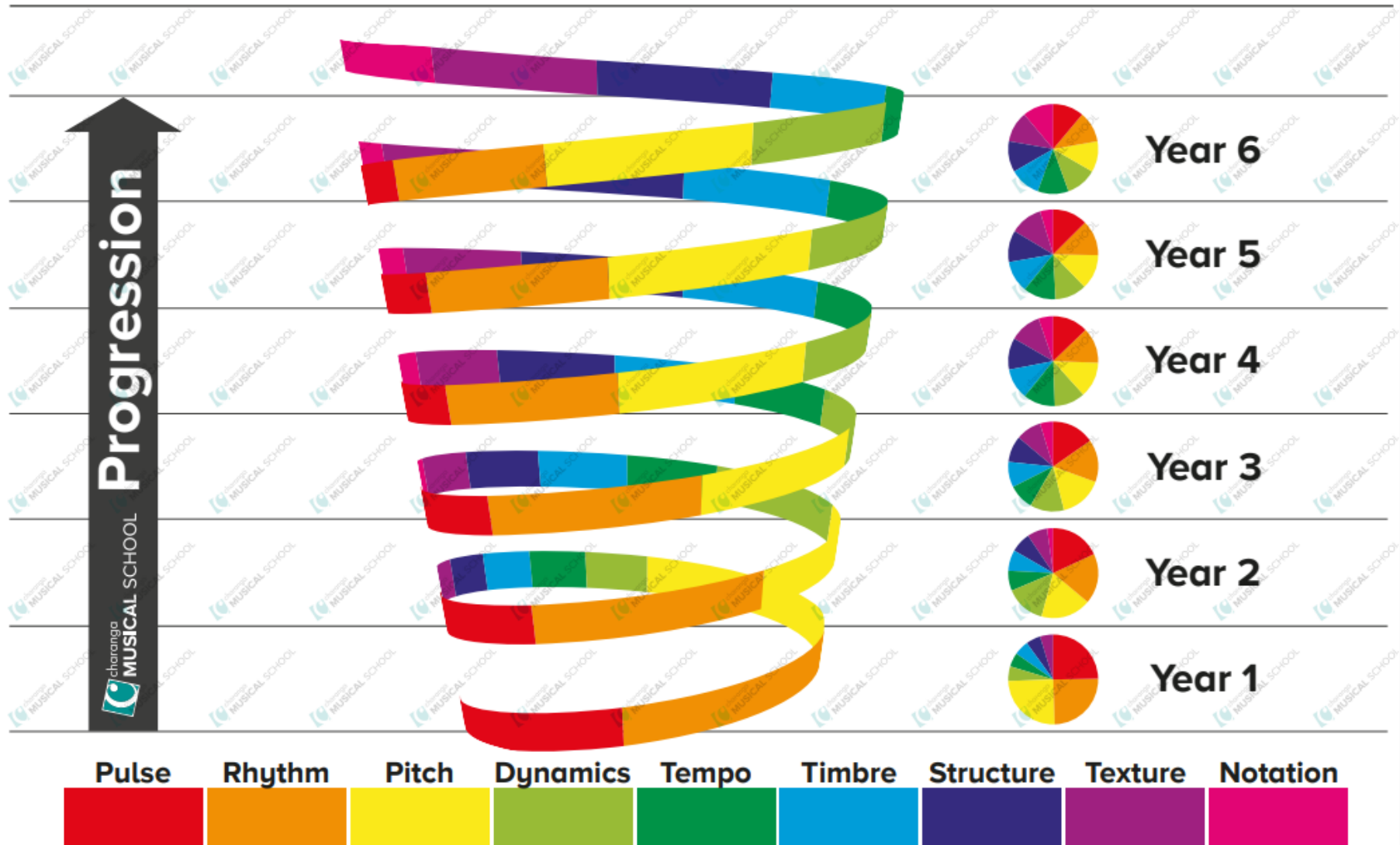
Progression through Charanga Musical School



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.



Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	<i>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</i>					
Years 1 & 2	Hey You! <i>How pulse, rhythm and pitch work together</i>	Rhythm In The Way We Walk and Banana Rap <i>Pulse, rhythm and pitch; rapping, dancing and singing</i>	In The Groove <i>How to be in the groove with different styles of music</i>	Round And Round <i>Pulse, rhythm and pitch in different styles of music</i>	Your imagination <i>Using your imagination</i>	Reflect, Rewind and Replay <i>The history of music, look back and consolidate, language of music</i>
Years 3 & 4	Let Your Spirit Fly <i>RnB and other styles of music</i>	Glockenspiel Stage 1 <i>Exploring and developing playing styles</i>	Three Little Birds <i>Reggae and animals</i>	The Dragon Song <i>Music from around the world, celebrating our differences and being kind to one another</i>	Bringing Us Together <i>Disco, friendship, hope and unity</i>	Reflect, Rewind and Replay <i>The history of music, look back and consolidate, language of music</i>
	<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>					
Years 5 & 6	Livin' On A Prayer <i>Rock Anthems</i>	Classroom Jazz I <i>Jazz and improvisation</i>	Make You Feel My Love <i>Pop ballads</i>	The Fresh Prince of Bel-Air <i>Old school hip-hop</i>	Dancing In The Street <i>Motown</i>	Reflect, Rewind and Replay <i>The history of music, look back and consolidate, language of music</i>
	<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>					

Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	<i>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</i>					
Years 1 & 2	Hands, Feet, Heart South African music	Ho Ho Ho Festivals and Christmas	I Wanna Play In A Band Playing together in a band	Zootime Reggae and animals	Friendship Song A song about being friends	Reflect, Rewind and Replay The history of music, look back and consolidate, language of music
Years 3 & 4	Mamma Mia ABBA's music	Glockenspiel Stage 2 Exploring and developing playing skills using the glockenspiel	Stop! Writing lyrics linked to a theme	Lean On Me Soul/Gospel music and helping one another	Blackbird The Beatles, equality and civil rights	Reflect, Rewind and Replay The history of music, look back and consolidate, language of music
	<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>					
Years 5 & 6	Happy Being Happy!	Classroom Jazz 2 Jazz, improvisation and composition	A New Year Carol Benjamin Britten's music and cover versions	You've Got A Friend The music of Carole King	Music And Me Create your own music inspired by your identity and women in the music industry	Reflect, Rewind and Replay The history of music, look back and consolidate, language of music
	<i>During the year the class will spend 10 weeks learning to play an instrument as part of the Music Explorers programme.</i>					

The key knowledge and skills to be learnt as part of each of these units is set out as part of our progression documents.

Vocabulary lists

Words children need to know and understand in each year group:

Reception	Pulse, rhythm, pitch
Year 1	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.
Year 3	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
Year 5	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
Year 6	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.

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.

- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol