



'Life in all its fullness'
John 10:10

Music at Christ Church School

We follow the 'Charanga' Model Music Curriculum Scheme, which allows children to learn about, enjoy and explore music in a sequence which contributes towards a steadily increasing development of musicianship. Music is taught over 3 half terms, with opportunities for children to sing, perform and play instruments threaded throughout the school year.

Our learning is based on the elements of musicianship linked through 3 key strands (social theme) of, 'Music builds community', 'Music shapes our lives' and 'Music connects us to our world'. Children are given opportunity to explore the link between the strand and the unit, whilst also re-visiting existing knowledge and skills and then building upon and extending their musicianship. The elements of musicianship are:

- Listening
- Singing
- Playing
- Improvising and Composing
- Performing

Music builds community



Through the elements of musicianship, children explore how music brings us together and teaches us about community.

Music shapes our lives



Through the elements of musicianship, children explore how music connects us with our past, and shapes our lives now.

Music connects us to our world



Through the elements of musicianship, children explore how music connects us with our environment and improves our world.

SEND




Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. The structure of our music curriculum, and resources used, makes it accessible to learners of all abilities.



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Christ Church C.E.(VC) Primary School

Music Long Term Plan 2022/23/24




	Autumn	Spring	Summer
Topic	<p>Music builds community</p> 	<p>Music shapes our lives</p> 	<p>Music connects us to our world</p> 
National Curriculum	<p>Key stage 1</p> <ul style="list-style-type: none"> • 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. 		<p>Key Stage 2</p> <ul style="list-style-type: none"> • 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.
Resources	<p>Primary resources used for Medium Term Planning Charanga – English Model Music Curriculum</p>		
Whole School	<p>Harvest Festival Christmas performances</p>	<p>Skipton Music Festival Easter</p>	



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1	Autumn	Spring	Summer
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Class 1 Overview	<p>Children learn that when we play or sing with other people in music, it is the pulse that keeps us together. The three elements that are found in every musical culture are pulse, rhythm and pitch and children will begin to recognise these elements in music from other cultures.</p>	<p>Children learn that musicians create music that is influenced by rhythms and melodies that they have listened to in their lives. Children enjoy demonstrating music which they have created and belongs to them.</p>	<p>Children are able to add more variety to the music composed and performed. They understand how the tempo and dynamics of music, both man-made and occurring in nature, can influence thoughts and feelings.</p>
Year A	<p>Introducing Beat How can we make friends together when we sing?</p>	<p>Adding rhythm and pitch How Does Music Tell Stories about the Past?</p>	<p>Introducing tempo and dynamics How does music make the world a better place?</p>
Year B	<p>Combining pulse rhythm and pitch How does music help us to understand our neighbours?</p>	<p>Having fun with improvisation What songs can we sing to help us through the day?</p>	<p>Explore sound and create a story How does music teach us about looking after the planet?</p>
Vocabulary	<p>Beat, pulse rhythm, pitch</p>	<p>Melody, improvisation, composition</p>	<p>Tempo, dynamics</p>



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2	Autumn	Spring	Summer
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Class 2 Overview	<p>Children begin to understand how in music, repetition helps us to feel a sense of belonging, and change signals something new and exciting. Children experience how musical elements can help to tell a story.</p>	<p>Children experience movement as an essential part of music. They explore the connection between rhythm, pulse and dance styles.</p>	<p>Children explore the relationship between the musical elements and the impact that this can have on our emotions. They compare music to sounds heard in nature.</p>
Year A	<p>Exploring simple patterns How does music help us to make friends?</p>	<p>Focus on dynamics and tempo How does music teach us about the past?</p>	<p>Exploring feelings through music How does music make the world a better place?</p>
Year B	<p>Inventing a musical story How does music teach us about our neighbourhood?</p>	<p>Music that makes you dance How does music make us happy?</p>	<p>Exploring improvisation How does music teach us about looking after our planet?</p>
Vocabulary	<p>Repetition, pattern, timbre</p>	<p>Rhythm, tempo dynamics</p>	<p>Improvisation</p>



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3	Autumn	Spring	Summer
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Class 3 Overview	<p>Children learn that their own experience of music is both unique and shared. They learn that notation and composition brings us closer together, as music can be shared.</p>	<p>Children learn how the elements of a piece of music, help us to categorise its style. They further explore using the elements to improvise their own music.</p>	<p>Children further develop their ability to listen well and to distinguish between different sounds. They deepen their understanding of how music can help us to picture our world as a better place.</p>
Year A	<p>Developing notation skills How does music bring us closer together?</p>	<p>Enjoying improvisation What stories does music tell us about our past?</p>	<p>Composing using your imagination How does music make the world a better place?</p>
Year B	<p>Sharing musical experiences How does music help us to get to know our community?</p>	<p>Learning more about musical styles How does music make a difference to us every day?</p>	<p>Recognising different sounds How does music connect us with our planet?</p>
Vocabulary	<p>Notation, composition</p>	<p>Improvisation</p>	<p>Timbre</p>



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Class 4 Overview	<p>Children learn that chords are groups of notes, played at the same time, for the good of the overall piece. They also recognise how the time signature keeps the music and the musicians, together.</p>	<p>Children explore how music accompanies significant events in our personal and community lives. They also explore the physical responses that music can create.</p>	<p>Children explore how the different elements of music work together and consider if these elements are present in nature.</p>
Year A	<p>Interesting time signatures How does music bring us together?</p>	<p>Emotions and musical styles How does music connect us with our past?</p>	<p>Exploring key and time signatures How does music improve our world?</p>
Year B	<p>Introducing chords How does music teach us about our community?</p>	<p>Connecting notes and feelings How does music shape our way of life?</p>	<p>Identifying important musical elements How does music connect us with the environment?</p>
Vocabulary	<p>Chords, notes, scale, tonic triad, time signature</p>	<p>Tempo, melody, harmony</p>	<p>Time and key signatures, texture, form</p>



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Class 5 Overview	<p>Children improvise and compose short pieces, understanding that to be able to share their music with others and over time, requires it to be recorded.</p>	<p>Children understand that, along with the elements already studied, the structure and form of a piece of music is an intentional act by the composer to 'tell a story'.</p>	<p>Children consider the purpose of music. They explore how music can develop confidence and create action.</p>
Year A	<p>Developing melodic phrases How does music bring us together?</p>	<p>Understanding structure & form How does music connect us with our past?</p>	<p>Gaining confidence through performance How does music improve our world?</p>
Year B	<p>Exploring notation further How does music teach us about our community?</p>	<p>Using chords and structure How does music shape our way of life?</p>	<p>Respecting each other through composition How does music connect us with the environment?</p>
Vocabulary	<p>Melodic phrase, notation</p>	<p>Structure, form</p>	<p>Performance, composition</p>