



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



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## EYFS

### Subject specific focus from statutory framework for Early Years Foundation Stage

#### Music

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early learning goals that link to music:

#### EYFS Expressive arts and design

#### ELG Being imaginative and expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

#### In foundation stage the children.....

- Access a range of percussion instruments indoors and outdoors, and are taught their names.
- Explore how sounds can be changed and learn the related vocabulary eg loud/quiet, fast/slow.
- Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis.
- Listen to a range of music.
- Are encouraged to move in response to music.

**From years 1 through to 6, Charanga Musical School – the online interactive music teaching and learning resource – is used extensively to aid pupils' progression and learning development in music.**

**The National Curriculum for Music at Key Stages 1 and 2 aims to ensure that all pupils:**

- **perform, 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**
- **learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence**
- **understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

**Therefore, Charanga's online resource has been tailor made so that "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."**

**Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:**

- 1. Listening and Appraising**
- 2. Musical Activities**
  - a. Warm-up Games**
  - b. Optional Flexible Games**
  - c. Singing**



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<p><b>d. Playing instruments</b>  <b>e. Improvisation</b>  <b>f. Composition</b>  <b>3. Performing</b></p>						
<b>KS1</b>			<b>KS2</b>			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>			
<b>YEAR</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>



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<b>1</b>	<p><b>Charanga – Hey You!</b> Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>• Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> <li>• Playing - start to play a classroom instrument in a group/band/ensemble.</li> <li>• Improvisation - option after Step 3 - begin to explore and create your own responses, melodies and rhythms.</li> <li>• Composition - option after Step 4 - begin to create your own responses, melodies and rhythms and record them in some way.</li> </ul> Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience.  Discuss/respect/improve your work together. How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.  Old School Hip Hop:  <ul style="list-style-type: none"> <li>• Hey You! by Joanna Mangona</li> <li>• Me, Myself And I by De La Soul</li> <li>• Fresh Prince Of Bel-Air by Will Smith</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by MC Hammer</li> <li>• It's Like That by Run DMC</li> </ul> </p>	<p><b>Christmas and Nativity Songs</b> Children practise and perform skills of breathing, diction and projection before the Nativity shows in December.   <b>NC links:</b>  <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> </p>	<p><b>Charanga – In The Groove</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> Perform/Share  Playing/singing in different styles and learning about those styles.  Mixed styles:  <ul style="list-style-type: none"> <li>• In The Groove by Joanna Mangona (Blues, Baroque, Latin, Bhangra, Folk and Funk).</li> <li>• How Blue Can You Get by B.B. King (Blues)</li> <li>• Let The Bright Seraphim by Handel (Baroque)</li> <li>• Livin' La Vida Loca by Ricky Martin (Latin/Pop)</li> <li>• Jai Ho by J.R. Rahman (Bhangra/Bollywood)</li> <li>• Lord Of The Dance by Ronan Hardiman (Irish)</li> <li>• Diggin' On James Brown by Tower Of Power (Funk)</li> </ul> </p>	<p><b>Charanga – Round and Round</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> Perform/Share  Latin and Mixed Styles:  <ul style="list-style-type: none"> <li>• Round And Round (Bossa Nova)</li> <li>• Livin' La Vida Loca by Ricky Martin (Latin/Pop)</li> <li>• Imperial War March by John Williams (Film)</li> <li>• It Had Better Be Tonight by Michael Bubl� (Latin/Big Band)</li> <li>• Why Don't You by Gramophonedzie (Big Band/Dance)</li> <li>• Oya Como Va by Santana (Latin/Jazz)</li> </ul> </p>	<p><b>Charanga – Your Imagination</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> Perform/Share  Create your own lyrics.  Mixed styles and listening to songs/music about using your imagination :  <ul style="list-style-type: none"> <li>• Your Imagination by Joanna Mangona and Pete Readman</li> <li>• Supercalifragilisticexpialidocious from Mary Poppins</li> <li>• Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</li> <li>• Daydream Believer by The Monkees</li> <li>• Rainbow Connection from The Muppet Movie</li> <li>• A Whole New World from Aladdin</li> </ul> </p>	<p><b>Charanga – Reflect, Rewind &amp; Replay</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> Perform/Share  Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
	<p><b>Year 1</b></p> <p><b>Bowerham "Can I" skills</b></p> <p><b>Listen and Appraise</b>  Can I listen to and respond to live music?  Can I identify tempo as fast or slow?  Can I identify pitch as high or low?  Can I identify duration as long or short?  Can I recognise and use untuned and tuned percussion instruments?</p> <p><b>Musical Activities</b>  Can I join in class/assembly singing, rhymes and chants?  Can I sing call and response songs?  Can I repeat and copy short rhythmic and melodic patterns?  Can I identify dynamics as loud or soft?</p> <p><b>Creating and Exploring</b>  Can I create and choose sounds in response to simple starting points?</p> <p><b>Performing</b>  Can I select my own instruments to create short pieces of music that reflect certain moods, events and feelings?</p>					
<b>Enrichment</b>	Harvest Assembly	Christmas Concert				



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<b>2</b>	<b>Charanga – Hands, Feet, Heart</b>	<p><b>Christmas and Nativity Songs</b> Children practise and perform skills of breathing, diction and projection before the Nativity shows in December.</p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Charanga – I Wanna Play In A Band</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share Rock music and movement:</p> <ul style="list-style-type: none"> <li>• We Will Rock You by Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B.Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul>	<p><b>Lancaster and Morecambe Schools' Singing Festival</b> Children practise and perform skills of breathing, diction and projection before the festival in mid-March.</p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Charanga – Friendship Song</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share Mixed styles:</p> <ul style="list-style-type: none"> <li>• Friendship Song by Joanna Mangona and Pete Readman</li> <li>• Count On Me by Bruno Mars</li> <li>• We Go Together (from Grease soundtrack)</li> <li>• You Give A Little Love from Bugsy Malone</li> <li>• That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</li> <li>• You've Got A Friend In Me by Randy Newman</li> </ul>	<p><b>Charanga – Reflect, Rewind and Replay</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> <p>Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
	<b>Year 2</b>	<p><b>Bowerham "Can I" skills</b></p> <p><b>Listen and Appraise</b></p> <p>Can I explore similarities and difference between contrasting musical elements? Can I use simple musical vocabulary to describe sounds? Can I develop an awareness of songs with repeated phrases and rounds?</p> <p><b>Musical Activities</b></p> <p>Can I recognise how musical elements can be used to create different effects? Can I sing simple songs from memory with accuracy of pitch?</p> <p><b>Creating and Exploring</b></p> <p>Can I identify ways of improving own work? Can I choose and order sounds within simple structures, e.g. beginning, middle and end? Can I organise a limited range of sounds in different ways? Can I represent changing sounds with symbols, e.g. high/low, fast/slow?</p> <p><b>Performing</b></p> <p>Can I establish a steady beat? Can I recognise and reproduce high and low sounds? Can I recognise and reproduce long and short sounds? Can I recognise and reproduce loud and soft sounds? Can I recognise and reproduce fast and slow sounds? Can I perform simple patterns and accompaniments keeping to a steady pulse?</p>				
<b>Enrichment</b>	Harvest Assembly	Nativity		Lancaster & Morecambe Schools' Singing Festival		





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## Musical Progression – KS1



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medlum note range (concert)	Melody note range (concert)	Easy note values	Medlum note values	Melody note values	Easy	Medlum	More difficult	Easy	Medlum	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	<i>Singing and performing only</i>							<i>Singing and performing only</i>			<i>Singing and performing only</i>		
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	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			
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	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			



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<b>3</b>	Harvest Songs Practice		<b>Charanga – Glockenspiel Stage 1</b> Listen & Appraise (descriptions for all strands as above) Musical Activities: • Games • Singing • Playing Perform/Share Playing the glockenspiel. The language of music.	<b>Charanga – Three Little Birds</b> Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share Reggae and Bob Marley. Reggae music: • Three Little Birds by Bob Marley • Jamming by Bob Marley • Small People by Ziggy Marley • 54-56 Was My Number by Toots and The Maytals • Ram Goat Liver by Pluto Shervington • Our Day Will Come by Amy Winehouse	<b>Charanga – Bring Us Together</b> Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Sep 4 Perform/Share Disco music: • Bringing Us Together by Joanna Mangona and Pete Readman • Good Times by Nile Rodgers • Ain't Nobody by Chaka Khan • We Are Family by Sister Sledge • Ain't No Stopping Us Now by McFadden and Whitehead • Car Wash by Rose Royce	<b>National Anthems</b>	<b>National Anthems of the World</b>
	<b>Year 3</b>	<b>Bowerham "Can I" skills</b>					
	<b>Listen and Appraise</b>						
	Can I talk about the impact of changes made to improve work?						
	Can I compare and contrast sounds according to pitch?						
	Can I compare and contrast sounds according to duration?						
	Can I compare and contrast sounds according to dynamics?						
	Can I compare and contrast sounds according to tempo?						
	Can I use simple musical vocabulary to describe both sounds and the way they are produced?						
	Can I begin to develop an understanding of the history and context of music?						
	<b>Musical Activities</b>						
	Can I use a cyclical pattern (fixed number of beats repeated continuously)?						
	Can I develop an awareness of rounds, call and response, and a variety of songs?						
	Can I recognise how musical elements are combined and used expressively?						
	<b>Creating and Exploring</b>						
	Can I explore the effect of silence and other musical effects?						
	Can I explore ways in which sounds can be combined and used expressively?						
	Can I represent sounds and musical direction with symbols to create a simple score?						
	<b>Performing</b>						
	Can I sing with increasing expression?						
	Can I improvise repeated patterns and create layers of sounds?						
	Can I perform with control of pulse and awareness of what others are playing?						
<b>Enrichment</b>	Harvest Assembly		Christingle Concert			Music Celebration Concert	



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<b>4</b>	<p><b>Charanga – Mamma Mia</b> Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</li> <li>• Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> <li>• Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms.</li> <li>• Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.</li> </ul>           Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.            ABBA's music:           <ul style="list-style-type: none"> <li>• Mamma Mia by ABBA</li> <li>• Dancing Queen by ABBA</li> <li>• The Winner Takes It All by ABBA</li> <li>• Waterloo by ABBA</li> <li>• Super Trouper by ABBA</li> <li>• Thank You For The Music by ABBA</li> </ul> </p>		<p><b>Charanga – Glockenspiel 2</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> </ul>           Perform/Share            Playing the glockenspiel. The language of music.</p>		<p><b>Charanga – Stop!</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Composition - option after Step 4</li> </ul>           Perform/Share            Grime, Writing lyrics.            Mixed styles:           <ul style="list-style-type: none"> <li>• Stop! By joanna mangona (Grime)</li> <li>• Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>• Radetzky March by Strauss (Classical)</li> <li>• Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop)</li> <li>• Libertango by Astor Piazzolla (Tango)</li> <li>• Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</li> </ul> </p>		<p><b>Charanga – Lean On Me</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul>           Perform/Share            Gospel/links to Religious music:           <ul style="list-style-type: none"> <li>• Lean On Me by Bill Withers (Soul)</li> <li>• Lean On Me by The ACM Gospel Choir (Gospel)</li> <li>• Shackles by Mary Mary (Gospel)</li> <li>• Amazing Grace by Elvis Presley (Gospel)</li> <li>• Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical)</li> <li>• He Still Loves Me by Walter Williams and Beyoncé (Gospel)</li> </ul> </p>		<p><b>Charanga - Blackbird</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul>           Perform/Share            The Beatles and the development of pop music            The Civil Rights Movement.            The Beatles songs:           <ul style="list-style-type: none"> <li>• Blackbird by The Beatles</li> <li>• Yellow Submarine by The Beatles</li> <li>• Hey Jude by The Beatles</li> <li>• Can't Buy Me Love by The Beatles</li> <li>• Yesterday by The Beatles</li> <li>• Let It Be by The Beatles</li> </ul> </p>		<p><b>Charanga – Reflect, Rewind and Replay</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul>           Perform/Share            Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>	
	<p><b>Year 4</b></p> <p><b>Bowerham "Can I" skills</b></p> <p><b>Listen and Appraise</b>            Can I recognise differences in dynamic levels, e.g. soft, loud etc.?            Can I listen to, discuss and analyse simple songs with verse and chorus, and a variety of songs?            Can I continue to develop an understanding of the history and context of music?</p> <p><b>Musical Activities</b>            Can I gain awareness that the top number of a time signature denotes the number of beats in each bar?            Can I maintain a simple part within an ensemble or choral group?            Can I sing with awareness of breathing and diction?            Can I explore a range of musical genres?</p> <p><b>Creating and Exploring</b>            Can I create and perform linear and cyclical patterns?            Can I use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat?            Can I explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA?            Can I combine musical elements to create a score?            Can I begin to use musical notation and devices, e.g. melody, and rhythms to create a score?</p> <p><b>Performing</b>            Can I improvise a repeated pattern (Ostinato)?            Can I compose, improve and perform simple melodies and songs?            Can I improvise melodic and rhythmic phrases as part of a group performance?</p>											
<b>Enrichment</b>		<i>Harvest Assembly</i>		<i>Christingle Concert</i>		<i>Music Celebration Concert</i>						



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<b>5</b>	<p><b>Harvest Songs Practice</b></p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>• <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> <li>• <i>listen with attention to detail and recall sounds with increasing aural memory</i></li> <li>• <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> <li>• <i>develop an understanding of the history of music.</i></li> </ul> <p><b>Charanga – Livin’ on a Prayer</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:  <ul style="list-style-type: none"> <li>• Playing</li> <li>• Improvisation</li> </ul> Perform/Share  <ul style="list-style-type: none"> <li>• Rock</li> </ul> <ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul> </p>	<p><b>Charanga – Ukulele, Whole Class Instrument</b></p> <ul style="list-style-type: none"> <li>• Learn the chords C, F, G7 and G</li> <li>• Play songs to show understanding of rhythm and chords: My Dog has Fleas, Hey You, A Sailor went to Sea, Sur le Pont D’Avignon, Frere Jacques,</li> <li>• Learn how to strum and hold the ukulele appropriately using open strings and chords</li> </ul> <p><b>Carol Service</b></p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>• <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> <li>• <i>listen with attention to detail and recall sounds with increasing aural memory</i></li> <li>• <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> <li>• <i>develop an understanding of the history of music.</i></li> </ul>	<p><b>Lancaster and Morecambe Schools’ Singing Festival</b> Children practise and perform skills of breathing, diction and projection before the festival in mid-March.</p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>• <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> <li>• <i>listen with attention to detail and recall sounds with increasing aural memory</i></li> <li>• <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> <li>• <i>develop an understanding of the history of music.</i></li> </ul>	<p><b>Charanga – Classroom Jazz 1</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:  <ul style="list-style-type: none"> <li>• Playing</li> <li>• Improvisation</li> </ul> Perform/Share  <ul style="list-style-type: none"> <li>• Jazz and improvisation.</li> </ul> <ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul> </p>	<p><b>Charanga – Dancing In The Street</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:  <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> Perform/Share  Motown:  <ul style="list-style-type: none"> <li>• Dancing In The Street by Martha And The Vandellas</li> <li>• I Can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li> <li>• I Heard It Through The Grapevine by Marvin Gaye</li> <li>• Ain’t No Mountain High Enough by Marvin Gaye and Tammi Terrell</li> <li>• You Are The Sunshine Of My Life by Stevie Wonder</li> <li>• The Tracks Of My Tears by Smokey Robinson And The Miracles</li> </ul> </p>	<p><b>Charanga – Fresh Prince of Bel-Air</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:  <ul style="list-style-type: none"> <li>• Playing</li> <li>• Improvisation</li> </ul> Perform/Share  <ul style="list-style-type: none"> <li>• Old-Schol Hip-Hop</li> </ul> <ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul> </p>
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# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



<b>Year 5</b>	<b>Bowerham "Can I" skills</b>				
	<b>Listen and Appraise</b>				
	Can I compare, contrast and combine a range of musical genre?				
	Can I recognise features such as crescendo, diminuendo?				
	Can I identify and create more complex patterns, maintaining own part?				
	Can I recognise the difference between unison and harmony?				
	Can I listen to, discuss and analyse hooks, riffs and musical clichés?				
	Can I continue to develop an understanding of the history and context of music?				
	<b>Musical Activities</b>				
	Can I sing with awareness of dynamics, phrasing and pitch control?				
Can I maintain an increasingly complex part in an ensemble or choral group?					
<b>Creating and Exploring</b>					
Can I use notation associated with duration, e.g. crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest etc?					
Can I improve melodic and rhythmic phrases using a range of simple structures?					
Can I create and use three note chords, e.g. CEG, (root, third, fifth)?					
Can I explore and use simple eight note scales, e.g. C to C or five note pentatonic scales?					
Can I use musical notation and devices, e.g. melody, and rhythms, chords and structure, to create a score?					
Can I use musical ideas and structures to compose a score?					
<b>Performing</b>					
Can I compare, improve and perform an increasing range of melodies and songs with more than one part?					
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Christingle Concert</i>	<i>Singing Workshop with professional singing teacher in preparation for the festival</i>	<i>Lancaster &amp; Morecambe Schools' Singing Festival</i>	<i>Music Celebration Concert</i>



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



6	<p>Harvest Songs Practice</p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	<p>Christingle &amp; Carols Practice</p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul> <p><b>Charanga - Happy</b> In greater depth and with confidence: Listen &amp; Appraise recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</li> <li>Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>Improvisation - option after Step 3 - create your own responses, melodies and rhythms.</li> <li>Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. Music that makes you happy!</p> <ul style="list-style-type: none"> <li>Happy by Pharrell Williams</li> <li>Top Of The World by The Carpenters</li> <li>Don't Worry, Be Happy by Bobby McFerrin</li> <li>Walking On Sunshine by Katrina And The Waves</li> <li>When You're Smiling by Frank Sinatra</li> <li>Love Will Save The Day by Brendan Reillynga</li> </ul>	<p>Young Voices Practice and rehearsals in readiness for the concert at Manchester Arena in February 2021</p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	<p><b>Charanga – Classroom Jazz 2</b></p>	<p><b>Charanga – You've Got A Friend</b> Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Improvisation - option after Step 3</li> <li>Composition - option after Step 4</li> </ul> <p>Perform/Share Carole King's music - her life as a composer. Friendship:</p> <ul style="list-style-type: none"> <li>You've Got A Friend by Carole King</li> <li>The Loco-Motion sung by Little Eva, written by Carole King</li> <li>One Fine Day sung by The Chiffons, written by Carole King</li> <li>Up On The Roof sung by The Drifters, written by Carole King</li> <li>Will You Still Love Me Tomorrow by Carole King</li> <li>(You Make Me Feel Like) A Natural Woman by Carole King</li> </ul>	<p>End-of-year production singing and music appreciation</p> <p><b>NC links:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>
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# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



<b>Year 6</b>	<b>Bowerham "Can I" skills</b>					
	<b>Listen and Appraise</b>					
	Can I explain the processes of a range of musical genre and styles?					
	Can I use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part?					
	Can I compare, improve and perform a range of melodies and songs combining different parts?					
	Can I recognise a range of dynamic features including, accents, etc?					
	Can I listen to, discuss and analyse ballads and groove form hooks?					
	Can I continue to develop an understanding of the history and context of music?					
	<b>Musical Activities</b>					
	Can I use knowledge of notation to depict rhythmic phrases and patterns?					
Can I maintain a complex part in an ensemble or choral group?						
Can I make use of a range of expressive elements in own performance?						
<b>Creating and Exploring</b>						
Can I explore complex structures containing more than one melody?						
Can I invent a complex cyclical pattern using beats and patterns of different lengths?						
Can I create an accompaniment using a range of repeating chords?						
Can I use harmonic and non-harmonics devices to develop musical ideas and effects?						
Can I improve and compose using elements of different genres and styles?						
<b>Performing</b>						
Can I create and perform musical pieces containing more than one pentatonic scale?						
<b>Enrichment</b>	<i>Harvest Assembly</i>	<i>Carol Singing in town Christingle Concert</i>	<i>Young Voices 2019</i>		<i>Music Celebration Concert</i>	<i>End-of-year production</i>



# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



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## 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	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	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		
3	Spring 1	Glockenspiel Stage 2	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Semibreves and rests	Crotchets, Minims and rests	Crotchet, Minims, Semibreves and rests	C,D,E	C,D,E	C,D,E	C,D,E,F	C,D,E,F	C,D,E,F
3	Spring 2	Benjamin Britten - There Was a Monkey	G	G,D	G,D	D,E,G, A,B,D	Minims and rests	Crotchets and Minims and rests	Crotchet, Minims, Quavers and rests	Not applicable			Not applicable		
3	Summer 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	Summer 2	Reflect, Rewind and Replay	Revision							Revision			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	Five Gold Rings	Singing and performing only							Singing and performing only			Singing and performing only		
4	Spring 1	Glockenspiel Stage 3	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets, Minims and rests	Crotchets, Minims, Semibreves and rests	Crotchets, Minims, Semibreves, Quavers and rests	C,D,E	C,D,E,F	C,D,E,F	C,D,E	C,D,E,F	C,D,E,F
4	Spring 2	Benjamin Britten - Cuckoo	A $\flat$ Major	C	C,A $\flat$	F,G,A $\flat$ , B $\flat$ ,C, D $\flat$ ,E $\flat$	Quavers, Crotchets and rests	Quavers and Crotchets and rests	Crotchets, Quavers, Minims and rests	Not applicable			Not applicable		
4	Summer 1	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 2	Reflect, Rewind and Replay	Revision							Revision			Revision		





# MUSIC Yearly Whole School Curriculum – Bowerham Primary and Nursery School



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
5	Autumn 1	Don't Stop Believin'	F	F,G,A,B♭	F,G,A,B♭	D,E,F,G,A, B♭, C	Minims	Crotchets and Minims	Quavers, Crotchets, Minims, and Semibreves	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
5	Autumn 2	Five Gold Rings	Singing and performing only							Singing and performing only			Singing and performing only		
5	Spring 1	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 2	Benjamin Britten - A Tragic Story	Singing and performing only							Singing and performing only			Singing and performing only		
5	Summer 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
5	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision		
6	Autumn 1	Livin' on a Prayer	G	G,A,B	D,E,F♯,G	D,E,F♯,G, A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F♯	G,A,B,D,E or D,E,F♯,G,A
6	Autumn 2	Benjamin Britten - A New Year Carol	G	G,F	F,A,F	N/a	Minims and rests	Crotchets, Minims and rests	Not applicable	Not applicable			Not applicable		
6	Spring 1	Classroom Jazz 2	C Major	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F, G,A,B,C	Not applicable		
			C Blues	C,B♭,G	C,B♭,G,F	C,B♭,G,F,C	Not applicable			C,B♭,G	C,B♭,G,F	C,B♭,G,F,C	Not applicable		
6	Spring 2	Fresh Prince of Bel Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Summer 1	Make You Feel My Love	C	C,D	G,A,B,C'	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
6	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision		