



Southfields Whole School Overview - Music - 'Charanga' Scheme

Intent Statement

At Southfields we strive to give children access to a widening repertoire to create, critique and compose music. We understand the importance of developing a passion for music across a variety of different cultures and artists and seek to give children an exploration of musical traditions and genres. Pupils are encouraged to perform in solo and ensemble contexts and to continually develop their skills. We encourage children not only to learn to play and perform, but also to gain an appreciation in the power music can play in our lives.

AUTUMN

SPRING

SUMMER

| | | | |
|---------------------------------|---|--|--|
| EYFS | Take part in singing Begin to talk about if they like or dislike music | Play untuned instruments Begin to sing in time with others | Copy back simple clap rhythms To perform to an audience whilst singing in time with each other |
| Year 1 Glockenspiels | Identify the beat of a tune Recognise changes in timbre, dynamics and pitch Listen and appraise a variety of music Take part in singing | Play untuned instruments Perform songs: imitate changes in pitch and control long/short sounds | Compose music including clapping rhythms, creating different sounds and sequence sounds |
| Year 2 Glockenspiels | Identify the beat of a tune Recognise changes in timbre, dynamics and pitch Listen and appraise a variety of music Take part in singing | Play tuned instruments- Glockenspiel Perform songs: imitate changes in pitch and control long/short sounds | Compose music including clapping rhythms, creating different sounds and sequence sounds Use symbols to represent composition |
| Year 3 Ukulele | Describe music- begin to use music terminology Discuss mood and feelings for music pieces Take part in singing with more control of voice | Play tuned and untuned instruments and perform with these Evaluate/describe music Create repeated patterns | Devise non-standard symbols for playing music Choose, combine and control sounds to create an effect |
| Year 4 Ukulele | Evaluate music using musical terminology Discuss mood and feelings for music pieces Take part in singing with more control of voice | Recognise notes EGBDF and FACE on musical stave Recognise symbols for a minim, crotchet and semibreve knowing the beats they represent | Compose and perform songs Play notes on an instrument with care Use digital technologies to compose music |
| Year 5 Ukulele | Use music vocabulary to describe and appraise music Begin to describe how lyrics reflect cultural context of music Sing or play from memory with confidence | Perform with controlled breathing Create songs with verse and chorus Develop understanding of musical notations Use digital technologies to compose music | Use a variety of musical devices Develop understanding of music history Improvise and compose music |
| Year 6 Ukulele | Use music vocabulary to describe and appraise music Begin to describe how lyrics reflect cultural context of music Sing or play from memory with confidence | Sing a harmony accurately Use digital technologies to compose, edit and refine music | Develop understanding of musical notations Use digital technologies to compose, edit and refine music Improvise and compose music Understand historical context of music and genres |

| | | | |
|--|--|--|--|
| | Develop understanding of music history | | |
|--|--|--|--|