

Charanga Scheme of Work Overview

Year/
Cycle

Songs - Knowledge and Skills Overview

Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					

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
- Riff-based composition
- Share and perform the learning that has taken place

Reception

Songs - Knowledge and Skills Overview**Knowledge & Skills – Year 1**

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.

Musical learning focus**Listening**

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.
- Recognise and name two instruments they hear: Male vocal, female vocal, bass guitar, drums, decks, Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.
- Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.
- Dance to each style or move to the pulse

Pulse

- March in time with the pulse.
- Copy actions.
- Keep the pulse.
- Use their imagination to find the pulse.

Rhythm

- Clap rhythms
- Copy back the rhythms they hear.
- Clap the rhythm of words.

Sing

- Rap and sing in time to the music
- Start to understand that pitch is high and low sounds.
- Together and in time, in all different styles.
- Sing together and with actions.
- In unison and in two parts.

Play Instrument Parts

- Play accurately and in time as part of the performance.
- Most will play C, D,F,C and D.

Improvise

- In the lessons and as part of the performance.
- Most will use C.

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.

Perform and Share

- Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Songs - Knowledge and Skills Overview

Knowledge & Skills – Year 2

Unit	1	2	3	4	5	6
Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music

Musical learning focus

Listening

- Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music.
- Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals, a female singer, a glockenspiel.

Pulse

- March in time with the pulse
- Find the pulse. (a steady heartbeat)
- Clap rhythms (long + short sounds whilst marching to the pulse)

Rhythm

- Know that rhythm is different to the pulse.
- Copy and clap back rhythm.
- Clap the rhythm of their name and other words.
- Create simple rhythms themselves.
- Create their own rhythms for the class to copy back.

Sing

- Singing in groups
- Sing: In two parts.
- Recognise that songs sometimes have a question and answer section and a chorus
- Sing and dance together, in time and using actions.

Play Instrument Parts

- Play instrumental parts.
- Play accurately and in time.

Dependent on song:

- Expected to play: G, A + C (Y2)
- Most will play D + C
- Most play E + G.

Improvise

- In the lessons and the performance.
- Most will use C + D
- Most will use F

Compose

- A simple melody using simple rhythms, and use as part of the performance

Dependent on song:

- Most will use C + D
- Most will use E + G.
- Most will use F, G + A.
- Some will use E, G A + B.

Perform and Share

- Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Songs - Knowledge and Skills Overview**Knowledge & Skills – Year 3**

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music

Musical learning focus**Listening**

- Identify the piece's structure: Introduction, verse, chorus.
- Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.
- Find the pulse while listening.
- Explain how the words of the song tell a story

Pulse & Rhythm

- Copy back, play, invent rhythmic and melodic patterns.

Sing

- Singing in 2 parts
- Singing in unison.

Play Instrument Parts

- Play instrumental parts accurately and in time, as part of the performance. The easy part: by ear. The medium part: by ear and from notation. Notes dependent on song.

Improvise

- Improvise in the lessons and as part of the performance. Notes dependent on song.

Compose

- Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes – dependent on song.

Perform & Share

- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?
- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?

Songs - Knowledge and Skills Overview**Knowledge & Skills – Year 4**

Unit	1	2	3	4	5	6
Title	Mamma Mia	Glockenspiel 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music

Musical learning focus**Listening**

- Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus
- Identify the theme
- Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.
- Find the pulse while listening.
- Explain how the words of the song tell a story

Pulse & Rhythm

- Copy back, play, invent rhythmic and melodic patterns.

Sing

- Singing in 2 parts
- Singing in unison.

Play Instrument Parts

- Play instrumental parts accurately and in time, as part of the performance. The easy part: by ear. The medium part: by ear and from notation. Notes dependent on song.

Improvise

- Improvise in the lessons and as part of the performance. Notes dependent on song.

Compose

- Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes – dependent on song.

Perform & Share

- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?
- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?

Songs - Knowledge and Skills Overview**Knowledge & Skills – Year 5**

Unit	1	2	3	4	5	6
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music

Musical learning focus**Listening**

- Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.
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- Find the pulse while listening.

Pulse & Rhythm

- Rhythm and Pitch Copy Back, and Question and Answer.

Sing

- Singing in 2 parts
- Singing in unison.

Play Instrument Parts

- Play instrumental parts accurately and in time, as part of the performance. The easy part: by ear. The medium part: by ear and from notation. Notes dependent on song.

Improvise

- Improvise in the lessons and as part of the performance. Notes dependent on song.

Compose

- Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes – dependent on song.

Perform & Share

- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Songs - Knowledge and Skills Overview**Knowledge & Skills – Year 6**

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music

Musical learning focus**Listening**

- Describe the style indicators of the song/music.
- Describe the structure of the song.
- Identify the instruments/voices they can hear.
- Talk about the musical dimensions used in the song.

Pulse & Rhythm

- Rhythm and Pitch Copy Back, and Question and Answer.
- Learn to clap some of the the rhythms used in the song.
- Learn some musical phrases that you will sing in the song.

Sing

- Singing in 2 parts
- Singing in unison.
- Sing songs in the original style and in Gospel version.

Play Instrument Parts

- Play instrumental parts accurately and in time, as part of the performance. The easy part: by ear. The medium part: by ear and from notation.

Notes dependent on song.

- With the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C

Improvise

- Improvise in the lessons and as part of the performance. Notes dependent on song.

Compose

- Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes – dependent on song.

Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?