



Music at Tollerton

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music.
- Be taught to sing, create and compose music.
- Understand and explore how music is created, produced and communicated.

We believe that the teaching of music offers our learners the opportunity to develop their creativity, self-expression and confidence. Alongside this, children are able to develop their understanding of a wide range of musical genres and instruments which helps them to broaden their cultural horizons. Music encourages children to understand the importance of practising and perfecting skills as well as engaging in cognitive tasks such as rehearsing, planning and evaluating which have implications for effective learning across the curriculum.

At Tollerton we strive to provide opportunities to perform both in school and at various concerts such as 'Young Voices' and the 'Equals Trust' concert. Each week we sing in assemblies and have one dedicated assembly a week for song practice. We are committed to ensuring all children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. All children have access to private music lessons in school, should they wish. We currently have lessons for drums, clarinet, piano, guitar and sax.

We believe in encouraging children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by providing a diverse menu of musical styles which represent different periods of history and cultures. We use the Charanga musical Scheme for our curriculum.

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

Charanga Scheme overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|---|---|--|--|---|
| Overview & Planning YEAR R | Me! 1 2 3 4 5 6 | My Stories 1 2 3 4 5 6 | Everyone! 1 2 3 4 5 6 | Our World 1 2 3 4 5 6 | Big Bear Funk 1 2 3 4 5 6 | Reflect, Rewind and Replay 1 2 3 4 5 6 |
| Overview & Planning YEAR 1 | Hey You! 1 2 3 4 5 6 | Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6 | In The Groove 1 2 3 4 5 6 | Round And Round 1 2 3 4 5 6 | Your Imagination 1 2 3 4 5 6 | Reflect, Rewind and Replay 1 2 3 4 5 6 |
| Overview & Planning YEAR 2 | Hands, Feet, Heart 1 2 3 4 5 6 | Ho Ho Ho 1 2 3 4 5 6 | I Wanna Play In A Band 1 2 3 4 5 6 | Zootime 1 2 3 4 5 6 | Friendship Song 1 2 3 4 5 6 | Reflect, Rewind and Replay 1 2 3 4 5 6 |
| Overview & Planning YEAR 3 | Let Your Spirit Fly 1 2 3 4 5 6 | Glockenspiel Stage 1 1 2 3 4 5 6 | Three Little Birds 1 2 3 4 5 6 | The Dragon Song 1 2 3 4 5 6 | Bringing Us Together 1 2 3 4 5 6 | Reflect, Rewind and Replay 1 2 3 4 5 6 |
| Overview & Planning YEAR 4 | Mamma Mia 1 2 3 4 5 6 | Glockenspiel Stage 2 1 2 3 4 5 6 | Stop! 1 2 3 4 5 6 | Lean On Me 1 2 3 4 5 6 | Blackbird 1 2 3 4 5 6 | Reflect, Rewind and Replay 1 2 3 4 5 6 |
| Overview & Planning YEAR 5 | Livin' On A Prayer 1 2 3 4 5 6 | Classroom Jazz 1 1 2 3 4 5 6 | Make You Feel My Love 1 2 3 4 5 6 | The Fresh Prince Of Bel-Air 1 2 3 4 5 6 | Dancing In The Street 1 2 3 4 5 6 | Reflect, Rewind and Replay 1 2 3 4 5 6 |
| Overview & Planning YEAR 6 | Happy 1 2 3 4 5 6 | Classroom Jazz 2 1 2 3 4 5 6 | A New Year Carol 1 2 3 4 5 6 | You've Got A Friend 1 2 3 4 5 6 | Music And Me 1 2 3 4 5 6 | Reflect, Rewind and Replay 1 2 3 4 5 6 |

How the Scheme is structured

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

Listening and Appraising - Musical Activities - Warm-up Games - Optional Flexible Games – Singing - Playing instruments – Improvisation – Composition - Performing

Mastery in your music lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning (which ties in with our spaced retrieval approach to learning). Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

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.

What is included in each Unit of Work?

Listen and Appraise

Musical Activities include Games, Singing, Playing, Improvising and Composing

Perform/Share

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints.

How to structure a 45 minute lesson:

Listen and Appraise - 15 mins

Musical Activities - 20 mins

Perform/Share - 10 mins

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1. Listen and Appraise

Introduce the song for the lesson to the class and allow the children to react freely to it, using body parts to feel the rhythm and the pulse. Discuss allow children to respond to the song, discussing what they think about the lyrics, the tune, the tempo (speed) and how it makes them feel etc.

2. Musical Activities

All activities are based around a song.

Games embed the Interrelated Dimensions of Music through repetition

Singing is at the heart of all the musical learning

Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children

Improvising with the song using voices and instruments occurs in some Units of Work

Composing with the song using instruments occurs in some Units of Work

3. Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.

Musical Progression

The instrumental work is differentiated allowing children to move through the relevant parts as they need to and the framework of the lessons is suitable for our SEND children (and is often an area where they thrive). Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.