

Primary Phase Curriculum Map



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Subject Area:

Music

Vertical Concept	Definition
1. Listen and Appraise	Each Charanga lesson starts with focussed listening and appraising / responding activities
2. Musical Activities – with Voices Foundation supplementary singing activities embedding elements of music	All activities are based around using the voice and singing a song. A. Games embed the Interrelated Dimensions of Music through repetition B. Singing is at the heart of all the musical learning C. 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 D. Improvising with the song using voices and instruments occurs in some Units of Work E. 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.
Assessment	The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Nursery	<p>At the end of the EYFS, children should be able to:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 					
Key skills covered	<ol style="list-style-type: none"> 1. Exploring vocal sounds 2. Listening and copying 3. Listening and responding 4. Singing (solo/group) 5. The elements of music: pulse, pitch, dynamics, tempo, rhythm and phrasing, timbre and structure. 					
Nursery: Resource Bank - Inside Music Early Years 0-5						
<p>Years R-6 Use Charanga Scheme of Learning supplemented with songs from INSIDE MUSIC (The Voices Foundation)</p> <p>KS1: First Steps Age 5-7 (R, 1 and 2) KS2: First Steps Age 7-11 (3,4,5,and 6)</p>						
Reception	<p>Name of Unit: Me!</p> <p>Overview: Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • 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 	<p>Name of Unit: My Stories.</p> <p>Overview: Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song 	<p>Name of Unit: Everyone!</p> <p>Overview: Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • 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 	<p>Name of Unit: Our World</p> <p>Overview: Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels on the Bus • The Hokey Cokey 	<p>Name of Unit: Big Bear Funk</p> <p>Overview: Musical learning focus:</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song 	<p>Name of Unit: Reflect, Rewind and Replay</p> <p>Overview: Consolidate your learning and perform</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • Listen and Appraise

Reception: Voices Foundation Supplementary Material					<ul style="list-style-type: none"> • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
	Units 1 and 2	Units 3 and 4	Units 5	Units 6 and 7	Units 8 and 9	Unit 10
Year 1	<p>Name of Unit: Hey You!</p> <p>Overview: Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p>	<p>Name of Unit: Rhythm in the Way We Walk and Banana Rap</p> <p>Overview: This unit is lighter in content as you will be busy with general Christmas activities. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly</p>	<p>Name of Unit: In The Groove</p> <p>Overview: In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin,</p>	<p>Name of Unit: Round and Round</p> <p>Overview: All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch</p>	<p>Name of Unit: Your Imagination</p> <p>Overview: This is a song about using your imagination.</p> <p>This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new</p>	<p>Name of Unit: Reflect, Rewind and Replay</p> <p>Overview: Consolidate your learning and perform</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical</p>

	As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.	lesson plans and assessment. All the learning is focused around two songs: Rhythm in the Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. There are signed versions of both songs.	Bhangra, Folk and Funk. Each week you will listen and learn a different style of In the Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.	etc), singing and playing instruments are all linked.	progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too! The supporting lesson plans and documentation have been streamlined to support the scheme upgrade with a revised and fully supportive Activity Manual.	activities, a context for the History of Music and the beginnings of the Language of Music. Musical learning focus: <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place
Y1 Voices Foundation Supplementary Material	Units 11 and 12	Units 13 and 14	Units 15	Units 16 and 17	Units 18 and 19	Unit 20
Year 2	Name of Unit: Hands, Feet, Heart Overview: Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music.	Name of Unit: Ho, Ho, Ho! Overview: This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the	Name of Unit: I Wanna Play in a Band! Overview: I Wanna Play in a Band by Joanna Mangona – a Rock song for children. I Wanna Play in a Band is a Rock song written	Name of Unit: Zootime! Overview: This is a six-week Unit of Work. All the learning is focused around one Reggae song: Zootime. The material presents an integrated approach to	Name of Unit: Friendship Song Overview: This is a song about being friends. This unit contains all the classic teaching resources you would	Name of Unit: Reflect, Rewind and Replay Overview: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical

	<p>This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p>learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>	<p>music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. All necessary planning and assessment documentation is provided. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.</p>	<p>expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too! The supporting lesson plans and documentation have been streamlined to support the scheme upgrade with a revised and fully supportive Activity Manual.</p>	<p>activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place.
<p>Y2 Voices Foundation Supplementary Material</p>	<p>Units 21 and 22</p>	<p>Units 23 and 24</p>	<p>Units 25</p>	<p>Units 26 and 27</p>	<p>Units 29 and 29</p>	<p>Unit 30</p>
<p>Y3 Voices Foundation Supplementary Material -</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>	<p>Unit 5</p>	<p>Unit 6</p>
<p>Year 3</p>	<p>Whole Class Wider Opportunities RECORDER Tuition from One Education – Tuesday pm. Pupils will participate in 30 minutes of music instruction which will cover the key learning focuses: listening and appraising, composing and performing. Inside Music – supplementary songs Units</p>					

<p>Year 4</p>	<p>Whole Class Wider Opportunities UKULELE Tuition from One Education – Tuesday pm. Pupils will participate in 30 minutes of music instruction which will cover the key learning focuses: listening and appraising, composing and performing. Inside Music – supplementary songs</p>					
<p>Y4 Voices Foundation Supplementary Material</p>	<p>Unit 7</p>	<p>Unit 8</p>	<p>Unit 9</p>	<p>Unit 10</p>	<p>Unit 11</p>	<p>Unit 12</p>
<p>Year 5</p>	<p>Name of Unit: Livin' On a Prayer</p> <p>Overview: This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>Name of Unit: Classroom Jazz 1</p> <p>Overview: This unit is a little lighter in content as you will be busy with general Christmas activities. Don't forget to look at the Productions in the Freestyle section. This is a six-week Unit of Work. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing.</p>	<p>Name of Unit: Make You Feel My Love</p> <p>Overview: Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele.</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p>	<p>Name of Unit: The Fresh Prince of Bel Air</p> <p>Overview: Old-School Hip Hop by Will Smith. This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. All necessary planning and assessment documentation is provided. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical</p>	<p>Name of Unit: Dancin' in the Street</p> <p>Overview: All the learning in this unit is focused around one song: Dancing in the Street by Martha and the Vandellas. This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage). The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Name of Unit: Reflect, Rewind and Replay</p> <p>Overview: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song

				learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.		<ul style="list-style-type: none"> • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place
Y5 Voices Foundation Supplementary Material	Units 13 and 14	Units 15 Foundation Supplementary Material	Units 16 and 17	Units 18	Unit 19	Unit 20
Year 6	<p>Name of Unit: Happy!</p> <p>Overview: All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage). The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Name of Unit: Classroom Jazz 2</p> <p>Overview: This unit is a little lighter in content as you will be busy with general Christmas activities. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet the Blues.</p>	<p>Name of Unit: A New Year Carol</p> <p>Overview: This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk.</p>	<p>Name of Unit: You've Got a Friend</p> <p>Overview: All the learning in this unit is focused around one song: You've Got A Friend by Carole King This is a six-week Unit of Work supported by One-page step-by-step / weekly Lesson Plans, and an Assessment Framework (see Assessment tab on the Charanga Musical School homepage). The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Name of Unit: Music And Me</p> <p>Overview: Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. Throughout this series, your students will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. They will be invited to try out different ways of making their own music, while exploring the work of some of</p>	<p>Name of Unit: Reflect, Rewind and Replay</p> <p>Overview: Consolidate your learning and perform This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Musical learning focus:</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of

the most influential women in music over the last 100 years. Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds:

- Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.
- Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.
- Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- Anna Meredith: A composer and performer of electronic and acoustic music.

music using voices and instruments

- Singing
- Play instruments within the song
- Improvisation using voices and instruments
- Composition
- Share and perform the learning that has taken place

					<p>Recurring themes are discussed by the artists and built into the step-by-step lesson plans provided for discussion and use in your students' compositions if appropriate. Ultimately, your students will discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose!</p>	
<p>Y6 Voices Foundation Supplementary Material</p>	<p>Unit 21</p>		<p>Unit 22</p>		<p>Y6 Show – embedding singing pedagogy</p>	<p>Y6 Show – embedding singing pedagogy</p>
<p>KS3</p>	<p>SEE SECONDARY MUSIC LONG TERM PLAN</p>					