

## Music Planning in Year 1 and 2

**In Fairisle Infant School we use the Charanga Musical School Scheme to support teaching and learning.**

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Learning Intention	Implementation	Impact
<p>The Musical Learning Focus from each Unit of Work progress to the Expected Musical Learning Outcomes for the End of Year.</p> <p>The aim of the Scheme is to engage children and teachers with music and to encourage and grow their love of it.</p> <p>It's all about internalisation, pulse work, musical language, developing a knowledge of styles of music, forming opinions, confidence building, having fun.</p>	<p><b><u>Each unit of work will include the following:</u></b></p> <p><b><u>Listen &amp; Appraise</u></b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b><u>Musical Activities</u></b></p> <ul style="list-style-type: none"> <li>● <b>Games</b> - 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>● <b>Singing</b> - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> <li>● <b>Playing</b> - start to play a classroom instrument in a group/band/ensemble.</li> <li>● <b>Improvisation</b> - begin to explore and create your own responses, melodies and rhythms.</li> <li>● <b>Composition</b> -begin to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b><u>Perform/Share</u></b> - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Over time, children develop new musical skills and concepts, and revisit established musical skills and concepts. Repeating a musical skill enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.</p>

**Charanga Music School Scheme: KS 1**

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; they are musical building blocks.

**Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth**

Key Stage 1 unit structure	Unit-Specific Themes <b><u>All activities are based around a song.</u></b>	Unit-specific focus
<p>1. Listen and Appraise 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"><li>a. Games (Warm-up Games and Flexible Games)</li><li>b. Singing</li><li>c. Playing Instruments (classroom and or band instruments)</li><li>d. Improvisation</li><li>e. Composition</li></ul> <p>3. Perform and share</p>	<p><b><u>Year 1: Units of Work</u></b></p> <p><b>Autumn 1:</b> Hey You! <b>Autumn 2:</b> Rhythm in The Way We Walk/The Banana Rap <b>Spring 1:</b> In the Groove <b>Spring 2:</b> Round and Round <b>Summer 1:</b> Your Imagination <b>Summer 2:</b> Reflect, Rewind and Replay</p> <p><b><u>Year 2: Units of work</u></b></p> <p><b>Autumn 1:</b> Hands, Feet, Heart <b>Autumn 2:</b> Ho Ho Ho <b>Spring 1:</b> I Wanna Play in A Band <b>Spring 2:</b> Zootime <b>Summer 1:</b> Friendship Song <b>Summer 2:</b> Reflect, Rewind and Replay</p>	<p>Understand how the interrelated dimensions of music work together e.g. pulse, rhythm and pitch. Listening to and singing in different styles and learning about those styles. Playing a selection of different tuned/untuned instruments using different styles of music. Begin to learn that improvisation is when you make up your own tune or rhythm. Create own lyrics and notations. Creating a performance using music and dance. Revision and deciding what to perform.</p> <p>The children will continue to listen to a variety of musical styles from different times, traditions and composers. They will learn to recognise instruments and basic style indicators. They will listen and use musical language.</p>

<b>Year 1 Units</b>					
<p><b><u>Hey You</u></b> Old school Hip Hop To compose own rap songs to existing songs</p>	<p><b><u>Rhythm in the way we walk and Banana Rap</u></b> Reggae, Hip Hop Action songs that link to the foundations of Music. Christmas Songs and Concerts</p>	<p><b><u>In the Groove</u></b> Blues, Latin, Folk, Funk, Baroque, Bhangra Historic styles of music, countries and cultures.</p>	<p><b><u>Round and Round</u></b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Countries from around the world, Historic context of Music styles.</p>	<p><b><u>Your Imagination</u></b> Exploring with music styles and instruments Composing opportunities</p>	<p><b><u>Reflect, Rewind, Replay</u></b> Western Classical Music and your choice from year 1 Consolidate the foundations of the language of Music.</p>
<b>Year 2 Units</b>					
<p><b><u>Hands, Feet, Heart</u></b> South African Styles African Music and Freedom Songs Historical context of musical styles- Nelson Mandela Pirate sea shanties</p>	<p><b><u>Ho Ho Ho</u></b> Christmas Big Band, Motown, Elvis  Christmas Unit - Christmas Songs and Concert</p>	<p><b><u>Zootime</u></b> Reggae Animals, poetry and the Historic context of Music styles.</p>	<p><b><u>I want to play in a band</u></b> Rock Team work, working together The Beatles</p>	<p><b><u>Friendship Songs</u></b> Exploring with music styles and instruments Composing opportunities</p>	<p><b><u>Reflect, Rewind, Replay</u></b> Western Classical Music and your choice from year 2 Consolidate the foundations of the language of Music.</p>