**Music Topics Overview 2021-2022**

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|  | **Autumn** | **Spring** | **Summer** |
| Year 1 & 2 | **Charanga: Hey You!**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. | **Singing prep for Nativity** | **Charanga: Rhythm In The Way We Walk and Banana Rap**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. | **Charanga: In the Groove**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, Bhangra, Folk** and **Funk**. Each week you will listen and learn a different style of In The Groove. | **Charanga: Round and round**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: Round And Round, a **Bossa Nova** Latin style. | **Charanga: Reflect, Rewind & Replay**This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the **History of Music** and the beginnings of the **Language of Music**. |
| Sound Advice- Music provider |
| Year 3 | **Ukulele**Play the four main chord shapes in time, holding a steady rhythm | **Band Workshop**Combine some chords with sung melody to produce a simple band piece. | **Percussion: Bongo, Djembe, Cajon**Play some simple grooves in common time signature | **Keyboard Lab**Play up and down the scale, copying a range of rhythms. Play 2 finger chords. | **Woodwind: Ocarina, Recorder*****(depending on Covid advice)***Move from one finger to the next to produce a recognisable stepwise melody | **Samba**Play some straight Samba in common time signature |
| Year 4 | **Ukulele**Play the four main chord shapes in time, moving from one to the next | **Band Workshop**Be able to play a variety of chords to accompany a range of instruments. | **Percussion: Bongo, Djembe, Cajon**Be able to play a variety of common and compound rhythms, including some Latin grooves. | **Keyboard Lab**Play a scale, starting and ending on a tonic note, moving using each finger. Play 3 finger chords. | **Woodwind: Dood, Toot**Play using a range of notes to produce a melody that moves by jump. | **Samba**Be able to play a variety of common and compound rhythms, including some hip-hop and samba reggae. |
| Year 5  | **Ukulele**Be able to use a variety of strumming patterns, moving with ease from one chord to the next, varying the chord length | **Band Workshop**Play pieces that utilise different sections at different times. Pieces will contain a range of chords and tonalities. | **Percussion: Bongo, Djembe, Cajon**Be able to combine rhythmic forces to produce polyrhythms. | **Keyboard Lab**Play a scale, including accidentals. | **Woodwind: Dood, Toot *(depending on Covid advice)***Be able to use a variety of notes and rhythm to produce an independent melody that can be combined with others to produce harmony. | **Samba**Be able to combine rhythmic forces to produce polyrhythms. |
| Year 6 | **Ukulele**Be able to play a range of chords, including 3 finger chords and bridged notes. Move from one to the next fluently. | **Band Workshop**Be able to play a range of styles, combining instrumental forces with ease. | **Percussion: Bongo, Djembe, Cajon**Be able to play a range of styles, combining both recorded and live accompaniments. | **Keyboard Lab**Play 3 finger chords, moving from one to the next using correct fingering- 1-3-5. Play a scale including up to 2 accidentals. | **Woodwind: Dood, Toot *(depending on Covid advice)***Be able to play a range of notes moving by step and leap to create melody and harmony that can be layered to create textural contrast. | **Samba**Be able to play a range of styles, combining instrumental forces with ease, moving between pieces with fluency. |

**Music Topics Overview 2022-2023**

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|  | **Autumn** | **Spring** | **Summer** |
| Year 1 & 2 | **Charanga: Hands, Feet, Heart**Hands, Feet, Heart is a song written for children to celebrate and learn about **South African Music.**This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. | **Singing prep for Nativity** | **Charanga: I Wanna Play In A Band**I Wanna Play In A Band is a **Rock** song written 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. | **Charanga:****Zootime**Zootime is a **Reggae** song This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments areall linked. | **Charanga: Friendship Song**This is a song about being friends. | **Charanga: Reflect, Rewind & Replay**This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the **History of Music** and the beginnings of the **Language of Music.** |
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