

Whole School Music Overview 2025-26

Ballifield uses the Charanga music scheme of work and bought in sessions from the Sheffield Music Hub

Year Group	Autumn		Spring		Summer	
FS1	In Nursery, Music is explored as part of Expressive arts and design. It is covered during whole class and group inputs and explored during continuous and enhanced provision. Songs are linked to stories, topics, themes and celebrations. Children have access to un-tuned percussion to experiment with and enjoy.					
	5 Little Monkeys Grand Old duke of York	London’s Burning! Humpty Dumpty World Nursery Rhyme week Songs linked to Bonfire night	Rain, rain, go away!	Ring ‘o’ ring a roses When Goldilocks Went to the House of Bears Hickory Dickory Dock Hot Cross Buns	Mary, Mary, Quite Contrary Incey Wincey Spider Baa, Baa, Blacksheep Old MacDonald	Row, Row, Row Your Boat 1, 2, 3, 4, 5, Once I...
FS2	Charanga Unit – Me!	Charanga Unit – My Stories	Charanga Unit - Everyone!	Charanga Unit – Our World	Charanga Unit – Big Bear Funk	Charanga – Unit - Reflect, Rewind and Replay
Year 1	Charanga Unit - Hey You! <u>Listen and Appraise only</u> Genre - Old Style Hip Hop Listen and Appraise songs: • Hey You! by Joanna Mangona • Me, Myself And I by De La Soul • Fresh Prince of Bel Air by Will Smith • Rapper’s Delight by The Sugarhill Gang • U Can’t Touch This by MC Hammer	Charanga Unit - Rhythm In The Way We Walk and Banana Rap <u>Listen and Appraise only</u> Genre - Reggae and Hip Hop Listen and Appraise songs: • Rhythm In The Way We Walk by Joanna Mangona • The Planets:Mars by Gustav Holst • Tubular Bells by Mike Oldeld • The Banana Rap	Charanga – Unit - In the Groove <u>Listen and Appraise only</u> Genre - Blues, Latin, Folk, Funk, Baroque, Bhangra Listen and Appraise songs: • In The Groove – Joanna Mangona • How Blue Can You Get - B.B. King • Livin’ La Vida Loca - Ricky Martin • Jai Ho - J.R. Rahman • Lord Of The Dance - Ronan Hardiman	Charanga – Unit - Round And Round <u>Listen and Appraise only</u> Genre - Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin Fusion Listen and Appraise songs: • Round And Round (Bossa Nova) by Joanna Mangona • Livin’ La Vida Loca (Latin/Pop) by Ricky Martin • The Imperial March, Darth Vader’s Theme	Charanga – Unit - Your Imagination <u>Listen and Appraise only</u> Genre - Film, Pop, Musicals Listen and Appraise songs: • Your Imagination by Joanna Mangona and Pete Readman • Supercalifragilisticexpi alidocious from Mary Poppins • Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack	Charanga – Unit - Reflect, Rewind and Replay <u>Listen and Appraise only</u> Genre - Western Classical music Listen and Appraise songs: • A Song Before Sunrise by Delius - 20th Century • The Firebird by Stravinsky - 20th Century • The Bird by Prokofiev - 20th Century

• It's Like That by Run DMC <u>Sheffield Music Hub Singing - Pulse and Rhythm</u> Exploring pulse and rhythm to provide a bedrock of music making and quality listening. Children should explore walking/moving/clapping to a steady beat and identifying changes in speed (tempo) Repeat copy-cat rhythms using both notation and word-pattern chants including crochet, quavers and rests While each class may differ in their fluency of reading, they should have the opportunity to see and read simple bars of music and may write some rhythms of their own. By using; raps, rhymes, chants, body percussion, tongue twisters students will start to feel the weight and stress on words to indicate bars, beat groupings, and begin to understand pulse keeping to aid musical precision and speed.	• Happy by Pharrell Williams • When I'm 64 by The Beatles <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence. When teaching the music, we will use language and visuals used to teach musicianship including beat, pulse, or rests. Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging a strong sense of pulse and rhythm. At this point in the year we aspire to students singing songs with a confident sense of pulse, rhythms and expressive voices.	• Diggin' On James Brown - Tower of Power <u>Sheffield Music Hub Singing – Pitch and Harmony</u> Focus on exploring pitch, understanding the relationship between notes as higher and lower, and exploring notes happening at the same time to create a harmony. By using; • Kodaly Method (do-so) • Rounds • Match Songs • Visualisation/Notation students will learn about the pitch capabilities of their own voice. They will sing songs regularly with a pitch range of do-so with increasing vocal control. Groups will sing collectively and at the same pitch to develop a strong sense of unison singing. Students will sing songs with a small pitch range, focussing on pitching accurately. They will focus on singing a wide range of call and response songs to control vocal pitch and to match	(March Of The Empire) by John Williams • It Had Better Be Tonight (Latin/Big Band) by Michael Bubl� • Why Don't You by (Dance/Big Band) Gramophonedzie • Oye Como Va (Latin/Jazz) by Santana <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> At this point in the year we expect students to have developed a more secure sense of pitch accuracy. We hope to explore singing in more than 1 part using simple rounds and match songs. There will be opportunities for solo singing or small groups Small performance opportunities may be offered (e.g. performing to another class or recording a performance to share)	• Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin <u>Sheffield Music Hub Singing – Singing and performance technique</u> We will focus on good physical preparation for singing; warming up, breath control, posture, in order to make sure they are best prepared for good singing technique. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes Students will be comfortable using vocabulary describing the dimensions of music and make appropriate choices of dimensions of music when singing such as; • Dynamics • Tempo • Structure • Articulation • Expression Students will take ownership of their sound and apply their	• Grand March from Aida by Verdi – Classical • Bol�ro by Ravel - 20th Century • The Lamb by John Tavener – Contemporary <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> We will see assured performances that are technically sound and engaging to listen to. Students should feel a shared responsibility for the quality of the outcome and a sense of pride in their accomplishments. We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to continue their musical development?
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	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with sounds using the inter-related dimensions of music.		the pitch they hear with accuracy. They will experiment with, create, select and combine sounds using the inter-related dimensions of music		understanding of music making to their voices. What makes a good performance? Students will develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/ recording space; engage with an audience; respect fellow performers and acknowledge applause. They will compare different performance styles and examine what decisions performers have made to best affect their audience. Begin to perform using expression, including understanding the context and lyrics of a song, and the impact of their performance decisions on an audience. Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.	
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Year 2	Charanga Unit - Hands, Feet, Heart Unit theme - South Africa and South African music Genre - Afropop/South African Styles Listen and Appraise songs: - Hands, Feet, Heart by Joanna Mangona - The Click Song sung by Miriam Makeba - The Lion Sleeps Tonight sung by Soweto Gospel Choir - Bring Him Back Home by Hugh Masekela - You Can Call Me Al by Paul Simon - Hlokoloza by Arthur Mofokate Unit song: Hands, Feet, Heart by Joanna Mangona Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work)	Charanga Unit - Ho Ho Ho! Unit theme – Festivals and Christmas Genre - Christmas, Big Band, Motown, Elvis, Freedom songs Listen and Appraise songs: - Ho Ho Ho by Joanna Mangona - Bring Him Back Home (Nelson Mandela) by Hugh Masekela - Suspicious Minds by Elvis Presley - Sir Duke by Stevie Wonder - Fly Me to the Moon by Frank Sinatra Unit song: Ho Ho Ho by Joanna Mangona Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual for support) b. Learn to Sing the Song: Vocal warm-ups and singing	Charanga Unit - I Wanna Play In A Band! Unit theme – Playing together in a band Genre – Rock Listen and Appraise songs: - I Wanna Play In A Band by Joanna Mangona - We Will Rock You by Queen - Smoke On The Water by Deep Purple - Rockin' All Over The World by Status Quo - Johnny B.Goode by Chuck Berry - I Saw Her Standing There by The Beatles Unit song: I Wanna Play In A Band! Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song	Charanga Unit - Zootime Unit theme – Reggae and animals Genre – Reggae Listen and Appraise songs: - Zootime by Joanna Mangona - Kingston Town by UB40 - Shine by ASWAD - I.G.Y. by Donald Fagen - Feel Like Jumping by Marcia Griffiths - I Can See Clearly Now by Jimmy Cliff Unit song: Zootime by Joanna Mangona Musical activities: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song	Charanga Unit - Friendship Song Unit theme – A song about being friends Genre - Pop, Soul, Film Musicals Listen and Appraise songs: - Friendship Song by Joanna Mangona and Pete Readman - Count On Me by Bruno Mars - We Go Together (from Grease soundtrack) - You Give A Little Love from Bugsy Malone - That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John - You've Got A Friend In Me by Randy Newman Unit song: Friendship Song by Joanna Mangona and Pete Readman a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song	Charanga Unit - Reflect, Rewind and Replay Unit theme – The history of music, look back and consolidate, learn some of the language of music Genre - Western Classical music and your choice from Year 2 Listen and Appraise songs: - Peer Gynt Suite: Anitra's Dance by Edvard Grieg – Romantic - Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque - From the Diary Of A Fly by Béla Bartók - 20th Century - Fantasia on Greensleeves by Vaughan Williams - 20th Century - Dance Of The Sugar Plum Fairy by Tchaikovsky – Romantic - The Robots (Die Roboter) by Kraftwerk Musical activities: - A composition activity using First Composer
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	c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song	c. Play Instruments with the Song Perform the song	d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the song Perform the song		e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song	- Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay
Year 3	Charanga Unit - Let your Spirit Fly <u>Listen and Appraise only</u> Genre - RnB and other styles Listen and Appraise songs: - Let Your Spirit Fly by Joanna Mangona - Colonel Bogey March by Kenneth Alford - Consider Yourself from the musical 'Oliver!' - Ain't No Mountain High Enough by Marvin Gaye - You're The First, The Last, My Everything by Barry White <u>Sheffield Music Hub Singing and Performance Technique</u> Exploring pulse and rhythm to provide a bedrock of music making and quality	<u>Listen and Appraise activities see MTP</u> <u>Sheffield Music Hub Singing Seasonal Repertoire</u> The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence. When teaching the music, we will use language and visuals used to teach musicianship including beat, pulse, or rests . Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging a strong sense of pulse and rhythm. At this point in the year we aspire to students	Charanga Unit - Three Little Birds <u>Listen and Appraise only</u> Genre – Reggae Listen and Appraise songs: - Three Little Birds by Bob Marley - Jamming by Bob Marley - Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals - Ram Goat Liver by Pluto Shervington - Our Day Will Come by Amy Winehouse <u>Sheffield Music Hub Singing - Pitch and Harmony</u> Focus on exploring pitch, understanding the relationship between notes as higher and lower, and exploring	Charanga Unit - The Dragon Song <u>Listen and Appraise only</u> Genre - A little bit funky and music from around the world Listen and Appraise songs: - The Dragon Song by Joanna Mangona and Pete Readman - Birdsong - Chinese Folk Music - Vaishnava Java - A Hindu Song - A Turkish Traditional Tune - Aitutaki Drum Dance from Polynesia - Zebaidir Song from Sudan <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> Perform a range of songs in school assemblies	Charanga Unit - Bringing Us Together <u>Listen and Appraise only</u> Genre – Disco Listen and Appraise songs: - Bringing Us Together by Joanna Mangona and Pete Readman - Good Times by Nile Rodgers - Ain't Nobody by Chaka Khan - We Are Family by Sister Sledge - Ain't No Stopping Us Now by McFadden and Whitehead - Car Wash by Rose Royce <u>Sheffield Music Hub Singing – Singing and Performance Techniques</u> We will focus on good physical preparation for singing; warming up,	Charanga Unit - Reflect, Rewind and Replay <u>Listen and Appraise only</u> Genre - Western Classical music Listen and Appraise songs: - L'Homme Armé by Robert Morton (Early Music) - Les Tricoteuses (The Knitters) from the Baroque era - The Clock: II Andante by Franz Joseph Haydn (from the Classical era) - The Clock: II Andante by Franz Joseph Haydn (from the Classical era) - Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century) - Music for Large and Small Ensembles (opening) by Kenny

listening. Children should explore walking/moving/clapping to a steady beat and be able to confidently identify changes in speed (<i>tempo</i>) Repeat copy-cat rhythms using both notation and word-pattern chants including crochet, quavers and rests. Introduce and understand the differences between crotchets and paired quavers. Use and understand staff and other musical notations. While each class may differ in their fluency of reading each class should have the opportunity to see simple bars of music. Students should feel confident reading simple bars of music and may write some rhythms of their own. By using; • Raps • Rhymes • Chants • Body percussion • Tongue twisters students will start to feel the weight and stress on words to indicate bars,	singing songs with a confident sense of pulse, rhythms and expressive voices. These activities focus on listening with attention to detail and recall sounds with increasing aural memory	notes happening at the same time to create a harmony. By using; • Kodaly Method (do-do) • Rounds • Match Songs • Simple harmonies • Visualisation/Notation students will learn about the pitch capabilities of their own voice by singing collectively and at the same pitch. They will listen with attention to detail and recall sounds with increasing aural memory Students will sing a widening range of unison songs of varying styles and structures with a pitch range of do-do, tunefully and with expression. Groups will sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. We will experiment with positioning singers randomly within the	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	breath control, posture, in order to make sure they are best prepared for good singing technique. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Begin to confidently perform using expression, including understanding the context and lyrics of a song, and the impact of their performance decisions on an audience. Students will be comfortable using vocabulary describing the dimensions of music and confidently make appropriate choices of dimensions of music when singing such as; • Dynamics (forte/piano/crescendo/diminuendo) • Tempo • Structure (verse/chorus/part 1/part 2) • Articulation • Expression Students will take ownership of their sound and apply their understanding of music	Wheeler (Contemporary Jazz) <u>Sheffield Music Hub Singing - Seasonal Repertoire</u> We will see assured performances that are technically sound and engaging to listen to. Students should feel a shared responsibility for the quality of the outcome and a sense of pride in their accomplishments. We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to continue their musical development?
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	beat groupings, and begin to understand pulse keeping to aid musical precision and speed. Students will apply word chants to rhythms, understanding how to link each syllable to one musical note. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes.		group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Students will focus on singing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.		making to their voices. <i>What makes a good performance?</i> Students will observe phrasing, accurate pitching and appropriate style. Students will develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause They will compare different performance styles and examine what decisions performers have made to best affect their audience. Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	
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Year 4	Charanga Unit - Mamma Mia Unit theme – Mamma Mia by ABBA Genre – Pop Listen and Appraise songs: • Mamma Mia by Abba • Dancing Queen by Abba • The Winner Takes It All by Abba • Waterloo by Abba • Super Trouper by Abba • Thank You For The Music by Abba Unit song: Mamma Mia by Abba Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Flexible Games (optional extension work) - Learn to Sing the Song - Play Instruments with the Song - Improvise with the Song (and optional extension activities)	Charanga Unit - Glockenspiel 1 (Year 3 – Autumn 2) Unit theme - Exploring and developing playing skills Genre - Learning basic instrumental skills by playing tunes in varying styles The children: Learn to play and read the notes C, D, E + F. Learn to play these tunes: • Easy E • Strictly D • Play Your Music • Drive • Dee Cee's Blues • What's Up • D-E-F-initely • Roundabout • March of the Golden Guards • Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. Perform & Share The performance will include one or more of the following: • Improvisations	Charanga Unit - Stop! Unit theme – Grime/Bullying Genre - Grime, Classical, Bhangra, Tango, Latin Fusion Listen and Appraise songs: • Stop! - Grime • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) • Libertango by Astor Piazzolla (Tango) • Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) Unit song: Stop! Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups)	Charanga Unit - Lean On Me Unit theme – Soul/ Gospel music and helping each other Genre – Gospel Listen and Appraise songs: • Lean On Me by Bill Withers • He Still Loves Me by Walter Williams and Beyoncé • Shackles by Mary Mary • Amazing Grace by Elvis • Ode To Joy Symphony No 9 by Beethoven • Lean On Me by The ACM Gospel Choir Unit song: Lean on me – Bill Withers Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Flexible Games (optional extension work) - Learn to Sing/Rap the Song	Charanga Unit - Blackbird Unit theme – The Beatles, equality and the civil rights movement Genre - The Beatles/Pop Listen and Appraise songs: • Blackbird by The Beatles • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles Unit song: Blackbird by The Beatles Musical activities: Learn and/or build on knowledge and understanding about the interrelated dimensions of music through: - Warm-up Games (including vocal warm-ups) - Flexible Games (optional extension work) - Learn to Sing the Song - Play	Charanga Unit - Rewind and Replay Unit theme – Classical Genre - Western Classical music and your choice from Year 4 Listen and Appraise songs: • La Quinta Estampie Real anon 13th century (Early Music) • The Arrival Of The Queen Of Sheba - Handel (Baroque) • Moonlight Sonata by Beethoven (Romantic) • Bridal March/Chorus by Wagner (Romantic) • Rhapsody In Blue by Gershwin (20th Century) • Einstein On The Beach by Philip Glass (Contemporary) Musical activities: • A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay
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	f. Compose with the Song Perform the Song	- instrumental performances - Compositions	b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song Perform the Song	d. Compose your own lyrics with the Song 2. Perform the Song.	Instruments with the Song e. Improvise with the Song f. Compose with the Song Perform the Song	Prepare for a performance of songs and activities from the year.
Year 5	Charanga Unit - Livin' On A Prayer <u>Listen & Appraise only</u> Genre – Rock Listen and Appraise songs: - Livin' On A Prayer by Bon Jovi - We Will Rock You By Queen - Smoke On The Water by Deep Purple - Rockin' All Over The World by Status Quo - Johnny B. Goode by Chuck Berry - I Saw Her Standing There by The Beatles <u>Sheffield Music Hub Singing and Performance Technique</u> Exploring pulse and rhythm to provide a bedrock of music making and quality	Charanga Unit – Classroom Jazz <u>Listen & Appraise only</u> Genre – Jazz Listen and Appraise songs: - Three Note Bossa by Ian Grey - Desafinado by Stan Getz - Cotton Tail by Ben Webster - The Five Note Swing - Perdido by Woody Herman - Things ain't what they used to be by Ben Webster <u>Sheffield Music Hub Singing Seasonal Repertoire</u> The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence.	Charanga Unit - Make you Feel My Love <u>Listen & Appraise only</u> Genre - Pop Ballads Listen and Appraise songs: - Make You Feel My Love by Bob Dylan - Adele version - Make You feel my Love - Bob Dylan version - So Amazing by Luther Vandross - Hello by Lionel Richie - The Way You Look Tonight by Jerome Kern - Love Me Tender by Elvis Presley <u>Sheffield Music Hub Singing - Pitch and Harmony</u> Focus on exploring pitch, understanding the relationship between notes as higher and	Charanga Unit - The Fresh Prince Of Bel-Air <u>Listen & Appraise only</u> Genre - Hip Hop Listen and Appraise songs: - The Fresh Prince of Bel Air - Me, Myself and I by De La Soul - Ready or Not by The Fugees - Rapper's Delight by The Sugarhill Gang - U Can't Touch This by MC Hammer - It's Like That by Run DMC <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> Perform a range of songs in school assemblies	Charanga Unit - Dancing In The Street <u>Listen & Appraise only</u> Genre – Motown Listen and Appraise songs: - Dancing In The Street by Martha And The Vandellas - I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops - I Heard It Through The Grapevine sung by Marvin Gaye - Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell - You Are The Sunshine Of My Life sung by Stevie Wonder - The Tracks Of My Tears sung by Smokey Robinson And The Miracles	Charanga Unit - Reflect Rewind and Replay <u>Listen & Appraise only</u> Genre - Western Classical music Listen and Appraise songs: - Music For Compline (traditional) (Early Music) - Dido And Aeneas by Purcell (Baroque) - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) - Minute Waltz by Chopin (Romantic) - Central Park In The Dark by Charles Ives (Contemporary) - Clapping Music by Steve Reich (Contemporary) <u>Sheffield Music Hub Singing Seasonal Repertoire</u>

listening. Children should explore walking/moving/clapping to a steady beat and be able to confidently identify changes in speed (<i>tempo</i>) Repeat copy-cat rhythms using both notation and word-pattern chants including crochet, quavers and rests. Introduce and understand the differences between crotchets and paired quavers. Use and understand staff and other musical notations. While each class may differ in their fluency of reading each class should have the opportunity to see simple bars of music. Students should feel confident reading simple bars of music and may write some rhythms of their own. By using; • Raps • Rhymes • Chants • Body percussion • Tongue twisters students will start to feel the weight and stress on words to indicate bars,	When teaching the music, we will use language and visuals used to teach musicianship including beat, pulse, or rests. Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging a strong sense of pulse and rhythm. At this point in the year we aspire to students singing songs with a confident sense of pulse, rhythms and expressive voices. These activities focus on listening with attention to detail and recall sounds with increasing aural memory	lower, and exploring notes happening at the same time to create a harmony. By using; • Kodaly Method (do-do) • Rounds • Match Songs • Simple harmonies • Visualisation/Notation students will learn about the pitch capabilities of their own voice by singing collectively and at the same pitch. They will listen with attention to detail and recall sounds with increasing aural memory Students will sing a widening range of unison songs of varying styles and structures with a pitch range of do-do, tunefully and with expression. Groups will sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. We will experiment with positioning singers	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Sheffield Music Hub Singing – Singing and Performance Techniques We will focus on good physical preparation for singing; warming up, breath control, posture, in order to make sure they are best prepared for good singing technique. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Begin to confidently perform using expression, including understanding the context and lyrics of a song, and the impact of their performance decisions on an audience. Students will be comfortable using vocabulary describing the dimensions of music and confidently make appropriate choices of dimensions of music when singing such as; • Dynamics (forte/piano/ crescendo/diminuendo) • Tempo • Structure	We will see assured performances that are technically sound and engaging to listen to. Students should feel a shared responsibility for the quality of the outcome and a sense of pride in their accomplishments. We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to continue their musical development?
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	beat groupings, and begin to understand pulse keeping to aid musical precision and speed. Students will apply word chants to rhythms, understanding how to link each syllable to one musical note. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes. When approaching notation use the French counting method as a standard.		randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Students will focus on singing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.		(verse/chorus/part 1/part 2) • Articulation • Expression Students will take ownership of their sound and apply their understanding of music making to their voices. <i>What makes a good performance?</i> Students will observe phrasing, accurate pitching and appropriate style. Students will develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause They will compare different performance styles and examine what decisions performers have made to best affect their audience. Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to	
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					develop listening skills and musical vocabulary. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	
Year 6	Charanga Unit - Happy Unit theme – Being happy! Genre - Pop/Neo soul Listen and Appraise songs: - Happy by Pharrell Williams - Top Of The World sung by The Carpenters - Don't Worry, Be Happy sung by Bobby McFerrin - Walking On Sunshine sung by Katrina And The Waves - When You're Smiling sung by Frank Sinatra - Love Will Save The Day sung by Brendan Reilly Unit song: Happy by Pharrell Musical activities: Learn and/or build on knowledge and understanding about the	Charanga Unit - Glockenspiel 2 (Year 4 – Autumn 2) Unit theme / Genre Exploring and developing playing skills using the glockenspiel. - Builds on learning from Glockenspiel 1 Musical activities: The child can learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: - Mardi Gras Groovin' - Two-Way Radio - Flea Fly - Rigadoon - Mamma Mia Revisit these tunes from Stage 1: - Portsmouth - Strictly D - Play Your Music - Drive	Charanga Unit - Classroom Jazz 2 (Year 6 – Autumn 2) Unit theme – Jazz, improvisation and composition Genre – Bacharach and blues Listen and Appraise songs: - Bacharach Anorak - Speaking My Peace - Take The A train - Meet the Blues - Back O' Town Blues - One O' Clock Jump Unit song: Bacharach Anorak and Meet The Blues. Musical activities: Learn about the interrelated dimensions of music through - Playing instruments and - Improvising Perform and share	Charanga Unit - You've Got A Friend Unit theme – The Music of Carole King Genre – 70s Ballad/pop Listen and Appraise songs: - You've Got A Friend by Carole King - The Loco-Motion sung by Little Eva - One Fine Day sung by The Chiffons - Up On The Roof by The Drifters - Will You Still Love Me Tomorrow by Carole King (You Make Me Feel Like) A Natural Woman by Carole King Unit song: You've got a friend by Carol King Musical activities: Learn and/or build on knowledge and	Charanga Unit - Music and Me Genre & Unit theme – Create your own music, inspired by your identity and women in the music industry Listen and Appraise songs: - Something Helpful by Anna Meredith - O by Shiva Feshareki - Heroes & Villains by Eska - And! by Afrodeutsche - V-A-C Moscow by Shiva Feshareki - Shades Of Blue by Eska - The Middle Middle by Afrodeutsche Musical activities: About the Artists Inspirational Women in the Music Industry Getting to know the artists - Anna Meredith - Shiva Feshareki - Eska	Charanga Unit - Reflect Rewind and Replay Genre - Western Classical music and your choice from Year 6 Listen and Appraise songs: - L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music - Armide Overture by Jean-Baptiste Lully – Baroque - The Marriage Of Figaro: Overture by Mozart – Classical - Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert – Romantic - Sonata For Horn In F by Hindemith - 20th Century - Homelands by Nitin Sawhney – Contemporary Musical activities:

	interrelated dimensions of music through: a. Warm-up Games b. Flexible Games (optional extension work) c. Learn to Sing the Song (and Extended) with vocal warm ups d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song Perform the Song	Compose using the notes C, D, E, F + G. Perform and share		understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song Perform the Song	• Afrodeutsche Create In groups, the children will create their own music over the six steps/weeks. The options: 1. There are three different beats to choose from. • When you have chosen one, create your own lyrics, raps, melodies over that beat. • Create and practise your melodies in the Music Explorer Composition Tool • Create your own lyrics and put it all together over your chosen beat 2. Quickbeats - create your own beats and rap over them; use the video tutorials provided for support Perform, Share and Present	• A composition activity using the Music Explorer resource • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.
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