Gothic Mede Academy Music Curriculum 2026-2027

For our music curriculum, we use the scheme '*Charanga'*. It follows the *National Curriculum Programmes of Study* and makes use of the Original Scheme and the *Model Music Curriculum.* It is taught via the following units of work:

	Autumn	**Spring**	**Summer**
Acorn	• **Daily Nursery rhymes** • **Phonics sessions; Instrumental sounds;** Children enjoy exploring the different sounds that instruments make. They may bang on drums, shake shakers and tap triangles. The children understand that they have to do something to or with the instrument to make a sound. • **Body Percussion**; Children explore the sound their bodies make by stamping, patting, clapping and clicking. They join in with and copy actions in familiar songs. • **Rhythm and Rhyme;** Children join in with familiar songs and rhymes when led by an adult or peer. They begin to recognise some familiar rhythms and rhymes. • **Voice sounds;** Children start to explore different mouth movements and sounds. They copy different voice sounds and mouth movements in their play. • Christmas - learn and perform songs for Christmas performance	• **As Autumn but develop with;** • **Phonics sessions; Instrumental sounds;**Children start to identify the sounds of familiar instruments and name them. They develop an awareness of how acting upon an instrument affects the sound it makes, e.g. hitting a cymbal harder makes a louder sound. • Listen to and name different instruments; piano, drum, trumpet, guitar • **Body Percussion;** Children join in with body percussion patterns. They copy body percussion patterns shown to them by an adult or a peer. They show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds. • **Rhythm and Rhyme** Children recognise simple words that rhyme, e.g. cat, mat, bat. They are able to copy and keep a simple beat. Children are able to join in and copy when an adult breaks down words into syllables with a beat.	**As Autumn and Spring but develop with;** • **Phonics sessions; Instrumental sounds;** Children talk about, describe and compare the sounds of different familiar instruments, e.g. they may say 'The rainmaker is quieter than the drum.' or 'The bells make a jingly sound.' Children follow instructions to recreate a sound using an instrument, e.g. 'Tap the drum loudly.' or 'Shake the tamborine quietly. • **Body Percussion;** Children create their own body percussion patterns and sequences. They are able to join in with longer sequences of body percussion when shown by an adult. Children describe body percussion sounds, e.g. 'I make a quiet clicking noise when I do this with my fingers.' or 'I can make a loud stomping sound with my feet.' Children can follow instructions to make body percussion sounds, e.g. 'Clap your hands softly.' • **Rhythm and Rhyme** Children enjoy playing with rhyme and start to

		• **Voice sounds;** Children use their voice to make a variety of different sounds, including silly voices and animal noises. • Listen to and recreate music for Chinese New Year/ use percussion instruments with increasing control/ make up dances to match music • Spring music and songs - singing and percussion	create their own rhyming words. Children can also break words down into syllables and create their own beat. • Dinosaur topic - dinosaur sounds and songs, instruments and movements • Farm topic - animal noises, using percussion to recreate noises, animal songs • Arts Around the World Week - Traditional English maypole and Morris dancing music, listen, name and identify instruments (accordion, violin, drum, guitar), make up dances, join in rhythm and beat with instruments. • Sea Topic- listen to sea music and recreate sea music with instruments
Reception	**Based on Charanga Original Scheme** Autumn 1; **Me!** Learn to sing nursery rhymes and action songs; 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 Autumn 2; **My Stories** Learn to sing nursery rhymes and action songs; I'm a Little Teapot, The Grand Old Duke of York, Ring O'Roses. Hickory Dickory Dock, Not Too Difficult, The ABC Song Musical Learning Focus; • Listening and responding to different styles of music	**Based on Charanga Original Scheme** Spring 1; **Everyone** Learn to sing nursery rhymes and action songs; Wind the Bobbin Up, Rock a Bye Baby, 5 Little Monkeys Jumping on the Bed, Twinkle Twinkle, If You're Happy and You Know It, Heads, Shoulders, Knees and Toes Spring 2; **Our World** Learn to sing nursery rhymes and action songs; Old MacDonald, Incy Wincy Spider, Baa Baa Black Sheep, Row Row Your Boat, The Wheels on the Bus, Hokey Cokey. Musical Learning Focus;	**Based on Charanga Original Scheme** **Summer 1; Big Bear Funk (transition unit to prep children for learning in Y1)** • listen to and appraise funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learn to sing Big Bear Funk and revisit other nursery rhymes and action songs • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place

	• Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place. • Christmas - learn and perform songs for Christmas performance	• Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place	**Summer 2** Consolidation of the learning that has taken place over the year. develop the early use of musical language
Year 1	**Introducing Beat (MMC)** How can we make friends when we sing together? **Adding Rhythm and Pitch** How does music tell stories about the past?	**Introducing Tempo and Dynamics (MMC)** How does music make the world a better place? **Combining Pulse, Rhythm and Pitch** How does music help us to understand our neighbours?	**Having Fun With Improvisation** (MMC) What songs can we sing to help us through the day ? **Explore Sound and Create a Story** How does music teach us about looking after our planet?
Year 2	**Exploring Simple Patterns (MMC)** How does music help us to make friends? **Focus on Dynamics and Tempo** How does music teach us about the past?	**Exploring Feelings Through Music (MMC)** How does music make the world a better place? **Inventing a Musical Story** How does music teach us about our neighbourhood?	**Music That Makes You Dance** (MMC) How does music make us happy? **Exploring Improvisation** How does music teach us about looking after our planet?
Year 3	**Musical Structures** How does music bring us together?	**Developing Notation Skills (MMC)** How does music bring us closer together? **Enjoying Improvisation** What stories does music tell us about the past?	**Composing Using Your Imagination** (MMC) How does music make the world a better place? **Sharing Musical Experiences** How does music help us get to know our community?
Year 4	**Glockenspiel Stage 2 (Charanga Original)** Learning the Language of Music - notation	**Lean on Me (Charanga Original** Singing/ performance Rhythm/pulse/ pitch	**End of year performance**

In addition to these units, music is promoted and enjoyed through weekly singing assemblies, performances for class assemblies, Christmas productions and Young Voices (Year 4). Children are also introduced to a variety of composers and pieces of music in all whole school assemblies. Year 3 children learn Djembe drumming for a term and Year 4 learn recorder for a term.

Purpose of study

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It 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.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Aims

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. The teacher, is able to plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

Area of Study

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

1. Listening and Appraising
2. Musical Activities
    a. Warm-up Games
    b. Optional Flexible Games
    c. Singing
    d. Playing instruments
    e. Improvisation
    f. Composition
3. Performing

Subject Content – National Curriculum

KS1:

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2:

Pupils should be taught to sing and play musically with increased confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music