



Music Lesson Sequencing EYFS-Y6

Charanga

EYFS

Music	Me!	My Stories	Everyone!	Our World!	Big Bear Funk – a transition unit preparing for children learning music in Year 1.	Reflect, Rewind & Replay -consolidating the learning that has occurred all year, revisiting chosen nursery rhymes and/or songs.
<p>Sequencing</p>	<p>(Learn to sing nursery rhymes and action songs: Pat-a-cake, 1,2,3,4,5 Once I caught a fish, This Old Man, Five little Ducks, Name Song, Things for Fingers.</p> <p>Each week to listen and respond to a different style of music To explore and create using voices and classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform.</p>	<p>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.</p> <p>Each week to listen and respond to a different style of music To explore and create using voices and classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform.</p>	<p>(Learn to sing nursery rhymes and action songs: Wind The Bobbin Up, Five Little Monkeys, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees and Toes. Introduction to Instruments</p> <p>Each week to listen and respond to a different style of music To explore and create using voices and classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform.</p>	<p>(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, The Hokey Cokey.</p> <p>Each week to listen and respond to a different style of music To explore and create using voices and classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform.</p>	<p>To listen and appraise a different piece of Funk music each week/step To explore and create (using voices only but building to using classroom instruments too. To sing Big Bear Funk and revisit a selection of nursery rhymes and action songs, To share and perform.</p>	<p>Each week to listen and respond to a different style of music To explore and create using voices and classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform.</p>

Year 1/2 Year A

The sequencing of the performance elements of Charanga. Within each unit there will be coverage of: Listen and Appraise, Musical activities which teach and build on knowledge and understanding and performance.

Music	Rhythm In The way We Walk and Banana Rap.(Reggae, Hip Hop)	Zootime	In the Groove (Blue, Latin, Folk, Funk, Baroque, Bhangra)	Your Imagination - Pop	Friendship Song	Reflect, Rewind and Replay- Western classical music and choice from Year 1.
Sequencing	<p>I can start to sing the song, (Rhythm in The Way We Walk by Joanna Mangona)</p> <p>I can practise the song Rhythm in The Way We Walk</p> <p>I can practise the song Rhythm in The Way We Walk</p> <p>I can start to sing the song, (Banana Rap)</p> <p>I can practise the song Banana Rap</p> <p>I can perform the song Banana Rap.</p>	<p>I can sing the song, (Zootime by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song,</p> <p>I can sing the song and improvise using voices and/or instruments within the song,</p> <p>I can sing the song and perform composition(s) within the song,</p> <p>I can prepare for an end-of-unit performance,</p> <p>I can complete an end-of-unit performance</p>	<p>I can sing the song, (In the Groove by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can perform In the Groove.</p>	<p>I can sing the song, (Your Imagination by Joanna Mangona and Pete Readman)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can prepare for an end-of-unit performance.</p> <p>I can perform Your Imagination.</p>	<p>I can sing the song, (Friendship Song by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can prepare for an end-of-unit performance.</p> <p>I can perform Friendship Song.</p>	<p>To listen and appraise, 'A Song Before Sunrise'.</p> <p>Listen to 'Prince of Belair'.</p> <p>To look at how composers work.</p> <p>To pick out instruments.</p> <p>To examine beats. Quiz</p>
Composite	To sing 'The Way We Walk'.	To perform I can see clearly now	To perform 'In The Groove'.	To sing 'Your Imagination'.	I can perform 'Friendship Song'	To reflect, rewind and replay.

Year 1/2 Year B

The sequencing of the performance elements of Charanga. Within each unit there will be coverage of: Listen and Appraise, Musical activities which teach and build on knowledge and understanding and performance.

Music	Hey You! Old-School Hip Hop.	Ho Ho Ho	Hands, Feet, Heart	I Wanna Play in a Band	Round and Round (Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin fusion)	Reflect, Rewind and Replay:
Sequencing	<p>I can sing the song, (Hey You! by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can prepare for an end-of-unit performance.</p> <p>I can perform Hey You!</p>	<p>I can sing the song, (Ho, Ho, Ho by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can prepare for an end-of-unit performance.</p> <p>I can perform Ho Ho Ho.</p>	<p>I can sing the song, (Hands, Feet and Heart by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can prepare for an end-of-unit performance.</p> <p>I can perform Hands, Feet and Heart.</p>	<p>I can sing the song, (I Wanna to Play in a Band by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can prepare for an end-of-unit performance.</p> <p>I can perform I Wanna to Play in a Band.</p>	<p>I can sing the song, (Round and Round by Joanna Mangona)</p> <p>I can sing the song and play instrumental parts within the song.</p> <p>I can sing the song and improvise using voices and/or instruments within the song.</p> <p>I can sing the song and perform composition(s) within the song.</p> <p>I can prepare for an end-of-unit performance.</p> <p>I can perform Round and Round.</p>	<p>To listen and appraise,</p> <p>Listen to</p> <p>To look at how composers work.</p> <p>To pick out instruments.</p> <p>To examine beats.</p> <p>Quiz</p>
Composite	To sing the song, 'Hey You!'	I can perform Ho Ho Ho.	I can perform Hands, Feet and Heart.	To sing 'Your Imagination'.	I can perform Round and Round.	To reflect, rewind and replay.

Y3/4 Year A

Music	Bringing Us Together: Disco	Glockenspiel Stage 1: Learning basic instrumental skills by playing tunes in varying styles	Lean On Me: Gospel	Blackbird :	Let Your Spirit Fly: R&B, Western Classical, Musicals, Motown, Soul	Reflect, Rewind and Replay: Western Classical Music and your choice from Year 3.
Sequencing	<p>Listen and Appraise (begin to recognise the style indicators of Disco Music)</p> <p>Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Play the song Good Times by Nile Rodgers Continue with learning the song by Bringing us together. To sing in unison and to sing backing vocals. To enjoy exploring singing solo and in the chorus To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To select and learn an instrumental part that matches the musical challenge</p> <p>Improvisation: To know and be able to talk about improvisation To improvise using instruments in the context of a song to be performed</p> <p>Composition: To understand composition Play the song Ain't No Stopping Us Now by McFadden and Whitehead. Sing the song and play your instruments following the leader instructions. Work as a class to compose a simple piece of music, children learning about the shape of a melody.</p> <p>Performance: To know and be able to talk about performing To perform in front of an audience.</p>	<p>Musical Activities To learn musical notes - this piece uses the note E - Easy E: All play the group 2 part with note names only. - Easy E: All play the group 1 part then try part 2 from memory. - Easy E: Try to play the piece with note names and notes. Try group 1 then try group 2 parts. - Easy E Theory - The Language of Music: Find out how E is written down. This piece uses the note D - Strictly D: Listen then play it through a few times with note names. When you can play it well, play from memory. - Strictly D: Perhaps play it again with note names and notes.</p>	<p>To be able to listen to and appraise the song Lean on me. To be able to identify instruments in a song To be able to find the pulse in a song whilst listening. To be able to play and copy back instrumental parts using up to 3 notes To be able to sing in unison To be able to compose a simple melody using simple rhythms To be able to perform and share their composition to an audience.</p>	<p>To be able to listen to and appraise Blackbird by The Beatles To be able to compare two Beatles compositions (Blackbird and Yellow Submarine) To be able to find the pulse in a piece of music (Hey Jude) To be able to learn a song (Blackbird) To be able to sing the song and perform composition(s) within the song To be able to prepare a composition and performance (linked to Blackbird) To be able to perform a composition to an audience.</p>	<p>Listen and Appraise: To understand the genre of music (<i>this is a key feature at the start of each lesson in this block</i>) Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Playing: To select and learn an instrumental part that matches the musical challenge. Improvisation: To know and be able to talk about improvisation To improvise using instruments in the context of a song to be performed. Composition: To understand composition Performance: To know and be able to talk about performing To perform in front of an audience.</p>	<p>To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing To apply knowledge previously learnt To show my understanding of the genre To play and perform in solo and ensemble contexts</p>
Composite	Final performance of piece	Final performance of piece	Final performance of piece	Final performance of piece	Final performance of piece	Final performance of piece

Y3/4 Year B

Music	Mamma Mia; ABBA	Glockenspiel Stage 2: Learning basic instrumental skills by playing tunes in varying styles	Three Little Birds: Reggae	The Dragon Song: A little bit funky and music from around the world.	Stop! : Grime, Classical, Bhangra, Tango, Latin Fusion	Reflect, Rewind and Replay: Western Classical Music and your choice from Year 4
Sequencing	<p>To be able to recognise the basic style indicators of ABBA's music (Mama Mia) To understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to. (Dancing Queen) To be able to use musical vocabulary to describe and compare a piece of music. (The Winner Takes it all) To be able to sing, Play and Copy back, Play and Improve and Improve (Waterloo) To be able to play tunes and improvise. (Super Trouper) To be able to compose some/a simple melodies/melody. (Thank you for the Music) To be able to Sing the song and perform your composition(s) within the song.</p>	<p>To be able to use the notes C, D, E and F To be able to listen to and appraise Mardi Gras Groovin' To understand the term pitch and identify it in a glockenspiel piece of music. To be able to play a duet using the notes the notes C, D, E, F and G To be able to name the notes in the piece 'Flea Fly' To be able to appraise and play Rigadoon by Purcell I can create a glockenspiel composition.</p>	<p>Listen and Appraise (begin to recognise the style indicators of Reggae music) Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Playing: To select and learn an instrumental part that matches the musical challenge. Improvisation: To know and be able to talk about improvisation To Improvise using instruments in the context of a song to be performed Composition: To understand composition Performance: To know and be able to talk about performing To perform in front of an audience - Our Day Will Come by Amy Winehouse Children to use their body to find the pulse and be able to answer questions as a focus. How are the songs different, how are they similar?</p>	<p>Listen and Appraise (begin to recognise the style indicators of Traditional Folk Tunes) <i>(Listen and Appraise is a key feature at the start of each lesson in this block)</i> Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Playing: To select and learn an instrumental part that matches the musical challenge. Improvisation: To know and be able to talk about improvisation To Improvise using instruments in the context of a song to be performed. Composition: To understand composition. Performance: To know and be able to talk about performing To perform in front of an audience</p>	<p>To be able to appraise, sing and rap Stop! by Joanna Mangona To be able to appraise Gotta Be Me by Secret Agent 23 Skidoo To begin to compose a rap To be able to compare a classical march with a contemporary rap To be able to learn a rap (Ho Gaya Sharabi by Panjabi MC) To be able to recognise a musical genre (Libertango by Astor Piazzolla) To be able to appraise Brazilian Samba/Hip hop Fusion music To be able to perform a rap to an audience</p>	<p>To be able to listen to and appraise classical music To be able to continue to embed the foundations of interrelated dimensions of music using voices and instruments To be able to sing a range of songs To be able to play instruments alongside a song To be able to improvise using voices and instruments To be able to compose their own music To be able to share and perform their composition to an audience</p>
Composite	To be able to share and perform their composition to an audience	To be able to share and perform their composition to an audience			To be able to share and perform their composition to an audience	To be able to share and perform their composition to an audience

Year 5/6 Year A

Music	Make You Feel My Love: Pop Ballads	Classroom Jazz 1: Jazz	You've Got A Friend: The Music of Carole King	Dancing In The Street: Motown	Music and Me: Contemporary, music and identity	Reflect, Rewind and Replay: Western Classical music and your choice from Year 5
Sequencing	<p>To listen to and appraise the song 'Make You Feel My Love' To identify the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending) To identify instruments/sounds: strings, piano, guitar, bass, drums. To find the pulse whilst listening. To sing in unison To play and copy back instrumental parts (glocks) using up to 3 notes (C, D and E) To play instrumental parts (glocks) with the music by ear and/or from notation using up to 3 notes, - C, D + E. To improvise using up to 3 notes: - C, D + E. To choose a simple melody using simple rhythms choosing from the notes C, D+E, or C, D, E, F +G. To perform and share: I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition</p>	<p>To listen to appraise: The Three Note Bossa & The Five Note Swing To identify the structure (Three Note Bossa): Intro tune, lead repeated, lead, improvisation, lead. To identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. To identify instruments/voices: Piano, bass, drums, glockenspiel. To play instrumental parts (glocks) with the music by ear using the notes G, A + B and D, E, G, A + B. To improvise in a Bossa Nova style using the notes: G, A + B. To improvise in a swing style using the notes: D + E. D, E, G. D, E, G, A + B. To can perform and share: to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition</p>	<p>To explore a range of instruments To choose an instrument I like To practise using an instrument To create a piece of music with others. To rehearse a piece of music To perform and record a piece of music To evaluate a piece of music</p>	<p>To listen to and appraise the song 'Dancing in The Street' To identify the structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. To identify instruments/sounds: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). To find the pulse whilst listening. To sing in unison and with backing vocals. To play and copy back instrumental parts (glocks) using up to 3 notes (F, G and A) To play instrumental parts (glocks) with the music by ear and/or from notation using the easy or medium part, up to 2 notes, - F + G (complex rhythms). To improvise using up to 3 notes: - D, E + F. To compose a simple melody using simple rhythms choosing from the notes C, D, E, F +G. To perform and share: I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition</p>	<p>To explore different films for movies To mirror a piece of music using GarageBand To analyse a movie scene for appropriate music To plan my piece of music To record on GarageBand for a movie scene To edit and uplevel my piece of music To evaluate my composition</p>	<p>This unit of work consolidates the learning that has occurred during the year. To listen and appraise a different piece of music each week (including classical) To continue to embed the foundations of the interrelated dimensions of music using voices and instruments. To create own rhythms and clapping. To sing in unison and with backing vocals. To play instruments within the song. To improvise using voices and instruments. To compose using the Music Explorer resources. To prepare for a performance of songs and activities from the year.</p>
Composite	Composite: Final performance of piece	Composite: Final performance of piece	Children to write, perform and evaluate a piece of music together	Composite: Final performance of piece	To create a movie backing music composition (link to advert in computing)	Composite: Final performance of piece

Year 5/6 Year B

Music	Fresh Prince Of Bel-Air: Hip Hop	Classroom Jazz 2: Jazz, Latin, Blues	Benjamin Britten - A New Year Carol: Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Happy : Pop/Motown	Livin' On A Prayer: Rock	Reflect, Rewind and Replay: Western Classical Music and your choice from Year 6
Sequencing	<p>To listen to and appraise the song 'The Fresh Prince of Bel-Air'</p> <p>To identify the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending)</p> <p>To identify instruments/sounds: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper)</p> <p>To find the pulse whilst listening.</p> <p>To sing (rapping) in unison</p> <p>To play and copy back instrumental parts (glocks) using up to 3 notes (D, E and F)</p> <p>To play instrumental parts (glocks) with the music by ear and/or from notation using up to 3 notes,- D, G + A.</p> <p>To improvise using up to 3 notes: - D, E + F.</p> <p>To choose a simple melody using simple rhythms choosing from the notes D, E+F, or D, E, F, G +A.</p> <p>To perform and share: to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition</p>	<p>To listen to appraise a piece of music</p> <p>To learn to play an instrument</p> <p>To improve with an instrument</p> <p>To play with others on an instrument</p> <p>To share a performance of a piece of original music</p>	<p>To listen to 'A New Year Carol'</p> <p>To learn more about Britten's life and music</p> <p>To appraise 'A New Year Carol'</p> <p>To listen and appraise a new piece of Britten's music</p> <p>To rehearse 'A New Year Carol'</p> <p>To perform a cover of 'A New Year Carol'</p>	<p>To listen to and appraise the song 'Happy'</p> <p>To learn to sing the song</p> <p>To play instruments with the song</p> <p>To improvise with the song</p> <p>To compose with the song</p> <p>To practise the song</p>	<p>To listen to and appraise the song 'Livin' on a Prayer'</p> <p>To identify the piece's structure (intro, verse 1, bridge, chorus)</p> <p>To identify the instruments/ voices (lead vocal, electric guitar, bass guitar, drums, keyboard)</p> <p>To find the pulse whilst listening.</p> <p>To identify changes in tempo, dynamics and texture.</p> <p>To sing in unison.</p> <p>To play instrumental parts (glocks) accurately and in time.</p> <p>To improvise in the lessons and as part of the performance.</p> <p>To compose a melody using simple rhythms and use as part of the performance.</p> <p>To perform and share: to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition</p>	<p>To gather ideas for a production</p> <p>To give an overview for the production</p> <p>To write key scenes and choose appropriate transition music</p> <p>To choose a song for performing</p> <p>To rehearse a piece of music</p> <p>To perform the production</p>
Composite	Fresh Prince Of Bel-Air: Hip Hop	A final piece of blues music	Children to cover, rehearse and perform A New Year Carol	A final performance of Happy	Composite: A performance of the song 'Livin' on a Prayer'	To perform music to fit an end of year production