

# Music at Whitehall

## Scheme of Work for:

### Reception (fortnightly) Year 1 (weekly) Year 2- Summer Term (weekly)

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 for learning opportunities, 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.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

## How the Scheme is structured

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

1. Listening and Appraising (*assessing the quality and elements of the performance*)
2. Musical Activities
  - Games
  - Singing
  - Playing instruments
  - Improvisation
  - Composition
3. Performing/Sharing

## The Activity Manual *(on the Charanga Website)*

This manual has been developed to ensure non-music specialist teachers will have the knowledge, understanding and support needed to prepare and deliver music lessons. The Manual explains the supporting ideas and methodology and how each strand of musical learning within the Units of Work corresponds with the national curriculum. It can be used as a handbook or even a teaching companion.

## Mastery in Music Lessons

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 Activity Manual guides you through each strand of musical learning from Reception and beyond Key Stage 1 in order for the teacher to plan for their teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Through the scheme children develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill is important as it enables both a deeper understanding of that musical skill or concept which is just as important in progress as learning something new.

### **Scheme Progression with Teaching and Learning Outcomes (Medium Term Planning)**

The medium term planning gives an overview of each unit covered in Year 1 and shows all the possible musical learning outcomes for the end of year. It also highlights differentiated and deeper learning for each child, including the most able.

### **What is Included in Each Unit of Work?**

Each lesson in the Scheme is taught in 45 minutes and has the following structure to ensure coverage:

- 1. Listen and Appraise - 15mins**
- 2. Musical Activities - 20 mins** include Games, Singing, Playing, Improvising and Composing
- 3. Perform/Share - 10 mins**

**1. Listen and Appraise** Children listen to a wide range of styles of music throughout History from the 13 century to the present day and learn about features that relate and highlight that style of music.

**2. Musical Activities** All activities are based around a song:

**Games** embed the Interrelated Dimensions of Music through repetition

**Singing** is at the heart of all the musical learning and the song is learnt over the half-term.

**Playing** instruments with the song to be learnt - glockenspiel and percussion instruments. To provide an understanding of notation children are introduced gradually to the idea by responding to a sound, then a symbol and finally the formal notation. This is then developed in Year 2 with the Ocarina.

**Improvising** with the song using voices and instruments occurs in some Units of Work

**Composing** with the song using instruments occurs in some Units of Work

**3. Perform/Share** what has taken place during the lesson and work towards performing to an audience. This can either be another class, the whole Key Stage in the hall or to Parents in a class assembly.

# **Scheme of Work for**

## **Year 2- Autumn and Spring Terms (weekly)**

The requirements of the National Curriculum are taught through 1-2-3 Ocarina. The scheme has been written to enable non-music specialists to introduce the 4-hole ocarina, teach the reading of musical notation and increase active music-making in Year 2. The course enables children the opportunity to learn at least 5 ocarina notes, to play notes by reading music and to read the rhythms of the notes.

Children learn the inter related musical elements through listening to ocarina and song tracks and being taught as they listen and then experience through playing. Opportunities for un-tuned percussion accompaniment are also incorporated into the lessons. Children's musical learning is enhanced through the singing of songs that include the names of new notes being introduced and are designed to teach as well as be fun. The words of the songs always mirror the rhythms being played and point to possible musical expressions for the learning and performance.

### **How the Scheme is Structured**

There are teacher books and pupil books and accompanying whiteboard displays. Children are supported with visual illustrations for the fingering of notes. Each page also contains the musical score for the song they are learning to play.

### **Medium Term Planning**

Autumn Term (level 1) children learn 3 notes and how to read and name those notes on a staff. They learn to count in internally and play rests silently in both 4/4 and 3/4 time signatures. They secure a repertoire of 8 songs and perform to an audience.

Spring Term (level 2) children learn a further 2 notes and can read and name them on a staff. They can identify crotchets, minims and dotted minims. They learn to both slur and tongue notes and play staccato. They play in harmony and add a further 6 songs to their repertoire. They perform to a larger audience.

### **Lesson Organisation**

Mostly everyone is taught together at the same time, page by page. However it might be useful to alternate this with some peer teaching where those who are more able can demonstrate and support the less able and so develop their mastery of the instrument. This later approach also enables the teacher to engage in 1-2-1 support of those who are failing to achieve success.

### **Differentiation**

More able children are used to demonstrate new tunes and help to teach slower children. Where there are percussion activities a simple pulse can be played by a less able group whilst the more able can play the more complicated rhythms. There is also the opportunity for some to sing as others play. There are also opportunities to play songs together which have varying degrees of skill and this allows for the development of whole class performances and the teaching of texture.

## **Ocarina Club**

At the end of Spring term those who have made the most progress on the ocarina or who have reached a competent level of skill in both playing and reading music will be given the opportunity to develop and further their learning in an weekly after school club. They will be given their own Ocarina to practice with at home and the opportunity to perform in front of their peers and family at the end of Year 2 Arts review.

## **Assessment**

The document 'End of Key Stage Expectations (expected Music Learning for Key Stage 1)' has been designed to help teachers with questions and statements to support them in making a judgment about whether children have reached the expected musical learning that is required by the National Curriculum. This will be relevant for both Year 1 and 2. The assessment judgment will then enable the Teacher to place the child on the matrix style assessment for Music in line with the KS1 assessment for all foundation subjects.

## **Interrelated Dimensions**

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 center of all the learning in both Charanga and Ocarina 1-2-3.

The final unit in each Charanga year - 'Reflect, Rewind and Replay' - allows for revision and more extension activities and gives opportunity for teacher assessment. Music days delivered by professional musicians also allow the teacher the opportunity to observation the children and assess their progress and attainment.

For EYFS assessment is made in relation to their age related development under the learning goal of 'expressive arts and design' exploring and using media and materials. Children need to initiate and independently access and engage with music and song to reach the learning goal.

[Appendix 1](#)

**[Scheme Progression with Teaching and Learning Outcomes](#)**

[Appendix 2](#)

**[End of Key Stage Expectations \(expected Music Learning for Key Stage 1\)](#)**