

Rockcliffe First School: Music Long-Term Plan

Nursery (Charanga Creative Music Scheme)

Term / Unit	Unit Summary
Autumn 1 Bounce Into Action	Nursery Unit 1 Learning Objectives 1. Find the beat of the music 2. Develop fine and gross motor skills Dive into the beat of everyday life. Find and move to the beat of three songs. Learn to copy and create a range of fine and gross motor skills and cross-body moves. Learn to sing: I'm a Little Teapot, Getting Dressed, Days of the Week, Wake Up, You Can Move and Feel Your Whole Body Non-Charanga resources needed: For this unit, you will need a bag and three handheld percussion instruments for the activity called 'What's In The Bag?' Cross-arts/curriculum suggestions: Daily routines, making a choice, picture storyboard.
Creative Opportunities: Making choices is an integral part of growing up and being creative. Break free of the daily routines and encourage the children to imagine a perfect day. Help them select pictures to colour in and organise to reflect their ideal day.	
Autumn 2 Rainbow Magic	Nursery Unit 2 Learning Objectives 1. Sing lyrics clearly 2. Know that music can tell a story This unit has songs and pieces that take us on an imaginary journey. Learn to sing: Rainbows, Sparkle, Twinkle Twinkle Little Star and Ring 'O Roses. Non-Charanga resources needed: For this unit, you will need a small selection of handheld percussion instruments for the activity called "What's In The Bag?" Flashcards: The instrument flashcards referred to in Lessons 2, 4 and 5 can be found in the Documentation area of the unit. Print the ones you need based on the instruments you have available in the classroom. Cross-arts/curriculum suggestions: Nature, stories/imagination, picture storyboard.
Creative Opportunities: The children will explore how songs can tell a story which can be exciting, relaxing, surprising or a little bit scary. Help the children create a picture to use as a prompt to tell their own story. Enjoy playing the game, What's In The Bag? to discover different percussion instruments and learn to make a choice and take turns. The children will start to learn the sound of each instrument through this game and What Can I Hear?	
Spring 1 Happy Talk	Nursery Unit 3 Learning Objectives 1. Sing whole songs 2. Respond to musical messages and changes This unit focuses on how music communicates. You will start and end each lesson with welcome and goodbye songs. Learn to sing: Welcome and goodbye songs, If You're Happy And You Know It and the Name Song. Non-Charanga resources needed: For this unit, you will need a selection of handheld classroom percussion instruments - enough for everyone to have one each. Flashcards: The flashcards required for this unit are Solo, Everyone, Big Sound and Soft Sound. You can find them in the Documentation area. Cross-arts/curriculum suggestions: Communication, movement and dance.
Creative Opportunities: Music and musicians communicate in different ways. In this unit, the children will learn to play hand-held percussion instruments and watch and respond to flashcards to indicate who plays and how loudly. This involves concentration, playing with control, anticipation and watching and responding.	
Spring 2 Amazing Animals	Nursery Unit 4 Learning Objectives 1. Move creatively to music 'in character' 2. Listen and respond with increased attention and express feelings about the music The children will learn to sing and perform songs from memory. They will listen to several pieces of music, experiment with moving 'in character' and consider how to respond to the different volumes.

	Learn to sing: Old MacDonald, Incy Wincy Spider and Boing, a bouncy song about rabbits. Non-Charanga resources needed: For this unit, you will need some art materials (crayons, paint, coloured pencils etc), a selection of hand-held percussion instruments, and one or two bags large enough to hold some percussion instruments. Printed resources and worksheets: These can be found in the documentation section of the unit. Cross-arts/curriculum suggestions: Animals, food, art.
Creative Opportunities: The suggested art activity provides an opportunity to explore the magical animal world.	
Summer 1 Number Fun	Nursery Unit 5 Learning Objectives 1. Find and keep the beat with different songs 2. Play instruments with developing control This Unit has four counting songs to learn to sing, each with a different but strong beat. With support, the children will learn to find and play on the beat with body percussion and instruments. Learn to sing: Alice The Camel, Five Little Ducks, 1, 2, 3, 4, 5 and Five Fine Bumble Bees. Non-Charanga resources needed: For this unit, you will need materials to make Maracas and Guiros - details for these can be found in the documentation section of the unit. Cross-arts/curriculum suggestions: Number, shapes, making instruments.
Creative Opportunities: The children will enjoy making two different percussion instruments using classroom craft resources. These instruments will be used to find the beat, play a pattern accurately in some songs and learn to count to ten. Encourage the children to explore playing the instruments at different volumes, quiet, loud, and between. This will help them learn to play instruments with control.	
Summer 2 Beep Beep Toot Toot	Nursery Unit 6 Learning Objectives 1. Play instruments with increasing control in the correct section of a song 2. Develop accuracy in following signals to start and stop correctly This transport-themed unit has songs that allow for the addition of actions and the playing of small handheld percussion instruments. The children will learn to play their instruments with increasing control and memorise when to play them correctly within the songs. Non-Charanga resources needed: For this unit, you will need a selection of handheld percussion instruments. Flashcards: These can be found in the Unit Documentation section. Cross-arts/curriculum suggestions: Transport and movement, traffic light drama game.
Creative Opportunities: Music can set and change moods as well as tell stories. The children will be able to move creatively to different pieces of music and also enjoy relaxing and cooling down to calm music at the end of lessons.	

Reception (Charanga Creative Music Scheme)

Term / Unit	Unit Summary
Autumn 1 Chant to the Animals	Reception Unit 1 Learning Objectives 1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically. In this unit, the children will learn two chants: Banana Rap by Jane Sebba and We're Going on a Bear Hunt by Michael Rosen. By learning these chants, the children will start to understand that there are different ways to use our voice in music and that chants use the spoken voice rhythmically and musically. Non-Charanga resources needed: For this unit, you will need a bag and three handheld percussion instruments for the activity called 'What's In The Bag?' Cross-arts/curriculum suggestions: Animals, sharing, forests, art.
Creative Opportunities: Explore the animals of the forest a bit further. Talk about the animals you might see in the deep, dark forest in We're Going on a Bear Hunt. You will see different animals living in several layers of a forest. Snails, beetles, mice and hedgehogs might be seen on the forest floor. Butterflies, bees, badgers and foxes live in the next layer. The shrubs	

protect the deer and dormice and provide animals with berries. Higher in the trees are squirrels, bats and owls. Why not create a forest picture with some animals positioned to show which part of the forest they live in?	
Autumn 2 Creative Moves	This unit provides two options for repertoire. This unit is presented in two parts. Lessons 1-3 explore movement through the music of Marching Band and Piccolo March. You will create and perform patterns and actions to help communicate the message of the songs. Lessons 4-6: The Production Option is the Magical Christmas Journey. It's full of songs that tell the Christmas story, featuring talking stars and a talking Christmas tree. You can choose to learn just some of the songs or the whole production. Learn to sing: Marching Band and Magical Christmas Journey Flashcards: The Traffic Lights flashcards required for this unit are in the Documentation area. Cross-arts/curriculum suggestions Movement, travel, people, traffic light drama game.
Spring 1 Lilting Lullaby	Reception Unit 3 Learning Objectives 1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats. The enchantment of animals is universal. Does anyone have any pets at home, or do they know people who do? Do the children know the special names of any baby animals? Learn to sing: Baby Elephant Signing Guide and flashcards: The Signing Guide and instrument flashcards in lessons two and five are in the Documentation area. Non-Charanga resources needed: You will need three handheld percussion instruments for this unit. Cross-arts/curriculum suggestions: Babies, patterns, dance, sign language.
Creative Opportunities: Use different ideas from the class to choreograph a dance to Baby Elephant. Dance and music are both expressive performing arts. Combining these will help the children learn that we can communicate with our bodies and not just with words. Learn to sign some or all of the song and enjoy a mixed-art performance in your final week.	
Spring 2 Number Time	Reception Unit 4 Learning Objectives 1. Sing with expression. 2. Hear, draw and sing melody shapes. Learn to sing: Hickory, Dickory, Dock and Ten Green Bottles. Learn to sing songs by hearing each melody shape and drawing it with their finger in the air. This helps them know when their voice needs to go up or down. Non-Charanga resources needed: In lesson 5, there is an opportunity to find objects in the classroom to 'recycle them' into musical instruments to play with Ten Green Bottles. Picture: The picture in lesson 2 is in the Documentation area. Cross-arts/curriculum suggestions: Counting, time, clocks, art.
Creative Opportunities: Talk about the different verses in Hickory, Dickory, Dock. Can the children draw an animal on the clock picture and draw the hands for the correct time? You may want to discuss recycling glass, plastic bottles, and other household objects. In lesson 5, there is an opportunity to find objects in the classroom to 'recycle them' into musical instruments to play with Ten Green Bottles.	
Summer 1 Wellbeing Matters	Reception Unit 5 Learning Objectives 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly. Big Emotions: Mindful Music for Little People by Laura Loft is a beautiful wellbeing book that helps children explore big emotions. Using music, art and movement, Big Emotions provides a creative wellbeing toolkit for young children, helping them recognise and regulate their own 'big emotions'. Learn songs with actions that explore different emotions and share their message through voice and non-verbal communication. Get creative with movement, music and songwriting with different backing tracks to express your feelings. Explore a range of dynamics and learn to control performing them neatly together, following a leader. Discover how a relaxing breathing technique can help to prepare for a performance by calming the body and mind.

	Learn to Sing: Big Emotions – Binoculars Out, I am Calm and I feel Surprised Non-Charanga resources needed: Percussion instruments. Flashcards, colouring and activity sheets: These are in the Documentation section. Cross-arts/curriculum suggestions: Wellbeing, mindful colouring, lyric writing.
Creative Opportunities: Get creative with movement, music and songwriting with different backing tracks to express your feelings. Explore a range of dynamics and learn to control performing them neatly together, following a leader. Discover how a relaxing breathing technique can help to prepare for a performance by calming the body and mind.	
Summer 2 Rhythm Adventure	Reception Unit 6 Learning Objectives 1. Sing songs rhythmically. 2. Combine words to compose rhythms. As children learn to sing two traditional songs, they will discover how some phrases have many words with busy rhythms and others have fewer words and simple rhythms. The class will select their own words as building blocks and arrange them in different ways to compose repeated rhythms called ostinatos. Learn to Sing: ABC and The Bear Went Over The Mountain. Flashcards and pictures: These are in the Documentation area. Non-Charanga resources needed: Handheld percussion instruments. Cross-arts/curriculum suggestions: Alphabet, mixed-media art, nature.
Creative Opportunities: The Bear Went Over The Mountain has three verses, each with a different terrain for an exciting adventure. At the end of the unit, the song can be brought to life with actions and mixed-media artwork for a class video.	

Key Stage 1 - Cycle A (Charanga English Model Music Curriculum Scheme)

Term / Unit	Unit Summary
Autumn 1 My Musical Heartbeat	Musical Spotlight: Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time – find a movement that helps you to keep the beat. Social Question: How Can We Make Friends When We Sing Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G
Autumn 2 Playing in an Orchestra	Musical Spotlight: Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra? Social Question: How Does Music Teach Us About the Past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B
Spring 1 Exploring Sounds	Musical Spotlight: Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies. Social Question: How Does Music Make the World a Better Place? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A
Spring 2 Recognising Different Sounds	Musical Spotlight: When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit? Social Question: How Does Music Teach Us About Our Neighbourhood? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B

Summer 1 Having Fun with Improvisation	Musical Spotlight: Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups. Social Question: What Songs Can We Sing to Help Us Through the Day? Explore this question as you progress through the unit. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A
Summer 2 Our Big Concert	Musical Spotlight: Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt. Social Question: How Does Music Teach Us About Looking After Our Planet? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B

Key Stage 1 - Cycle B (Charanga English Model Music Curriculum Scheme)

Term / Unit	Unit Summary
Autumn 1 Pulse, Rhythm and Pitch	Musical Spotlight: Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together. Social Question: How Does Music Help Us to Make Friends? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A
Autumn 2 Dance, Sing and Play!	Musical Spotlight: Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together. Social Question: How Does Music Tell Stories About the Past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A
Spring 1 Inventing a Musical Story	Musical Spotlight: Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds. Social Question: How Does Music Make the World a Better Place? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B
Spring 2 Learning to Listen	Musical Spotlight: Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit? Social Question: How Does Music Help Us to Understand Our Neighbours? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A
Summer 1 Exploring Improvisation	Musical Spotlight: Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun! Social Question: How Does Music Make Us Happy? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B
Summer 2 Let's Perform Together!	Musical Spotlight: Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year. Social Question: How Does Music Teach Us About Looking After Our Planet? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B

Key Stage 2 - Cycle A (Charanga English Model Music Curriculum Scheme)

Term / Unit	Unit Summary
Autumn 1 Writing Music Down	Musical Spotlight: Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave. Social Question: How Does Music Bring Us Closer Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B Reading notation is introduced as an option in year 3.
Autumn 2 Exploring Feelings When You Play	Musical Spotlight: Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods. Social Question: How Does Music Connect Us with Our Past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B
Spring 1 Compose Using Your Imagination	Musical Spotlight: Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell? Social Question: How Does Music Make the World a Better Place? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B Reading notation is introduced as an option in year 3.
Spring 2 Feelings Through Music	Musical Spotlight: Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Social Question: How Does Music Teach Us About Our Community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B
Summer 1 Enjoying Improvisation	Musical Spotlight: Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat? Social Question: How Does Music Make a Difference to Us Every Day? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B Reading notation is introduced as an option in year 3.
Summer 2 The Show Must Go On!	Musical Spotlight: Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to. Social Question: How Does Music Connect Us with the Environment? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#

Key Stage 2 - Cycle B (Charanga English Model Music Curriculum Scheme)

Term / Unit	Unit Summary
Autumn 1 Musical Structures	Musical Spotlight: Musical Structures Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music. Social Question: How Does Music Bring Us Together? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb
Autumn 2 Playing in a Band	Musical Spotlight: Playing in a Band Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds. Social Question: What Stories Does Music Tell Us About the Past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B
Spring 1 Compose with Your Friends	Musical Spotlight: Compose with Your Friends When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music. Social Question: How Does Music Improve Our World? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B
Spring 2 More Musical Styles	Musical Spotlight: More Musical Styles Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit. Social Question: How Does Music Help Us Get to Know Our Community? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B
Summer 1 Expression and Improvisation	Musical Spotlight: Expression and Improvisation Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics. Social Question: How Does Music Shape Our Way of Life? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B
Summer 2 Opening Night	Musical Spotlight: Opening Night Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there! Social Question: How Does Music Connect Us with Our Planet? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B