

Music is an amazing way to showcase children's individuality, skills, differences and similarities and can highlight hidden talents in children, which they could go on to use in later life. Through enrichment opportunities and lessons, children gain an understanding of cultures, religions, and enhances their own personal cultural capital. That is why at Glenmere, we strive to ensure that our children are given every opportunity to be musically creatively, either through their music lessons, or through the exciting enrichment opportunities we give them.



Music is a valued subject at Glenmere and weaves through the curriculum in many areas. There are numerous benefits to music and music education on childhood development, but academic success isn't the only factor. Music is also enjoyable, which is often exactly what a growing child needs when they are constantly negotiating and learning about the world around them.

Intent

At Glenmere, we intend to provide our pupils with as many opportunities as we can to experience various genres of music, stretching from popular culture to classical scores made famous through history. We use the scheme Charanga to support the teaching and learning of the areas set out by the National Curriculum. The scheme incorporates the objectives of the Model Music Curriculum and the units the children study enable progression in skills and knowledge across the year groups from foundation stage to year 6.

We have chosen three specific instruments for the children to develop skills in. These are: recorders for KS1 and ukuleles for all of KS2.

Glockenspiels are played across all age ranges, but key understanding of notation associated with composition is developed in years 3 and 4.

These are built upon in years 5 and 6, where children understand more competently how music is composed to create their own structured and comprehensive piece of music to accompany a baseline rhythm pattern they have developed themselves.

Our musicians are taught to explore their musicality and desire to take part in musical activities. Music is taught through a series of lessons, within a unit of work, and gives the children the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. The children are able learn to sing and to use their voices in lessons and in assemblies and have the opportunity to sing in the choir group. The scheme allows children to be able to create and compose music on their own and with others within music lessons.

Using Charanga, children can use technology appropriately to inspire and assist their musical skills through technology, as that is the way the world is working...every musician needs to be able to compose, record and mix their pieces to make them the best they can be, and through using this media, it also provides them with the opportunity to progress to the next level of musical excellence. We have members of staff who are keen musicians, but every teacher uses the Charanga scheme to teach their pupils to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Music is cross-curricular, so expect to hear it in art, literacy, PE, history and many more subjects.

Implementation

Our musicians are taught through the scheme of music called Charanga, which encourages every child to explore their musicality and desire to take part in musical activities. It is taught through a series of lessons, within a unit of work, and gives the children the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. The children are able learn to sing and to use their voices in lessons and when in assemblies and have the opportunity to sing in the choir group. The scheme allows children to be able to create and compose music on their own and with others within music lessons and through external music services. They have the opportunity to learn a musical instrument through units within the scheme and through outside agencies.

Using Charanga and the Chrome books in classes, children can use technology appropriately to inspire and assist their musical skills through technology, as that is the way the world is working...every musician needs to be able to compose, record and mix their pieces to make them the best they can be, and through using this media, it also provides them with the opportunity to progress to the next level of musical excellence.

We have members of staff who are keen musicians, but every teacher uses the Charanga scheme to teach their pupils to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre,

texture, structure and appropriate musical notations. Music is cross-curricular, so expect to hear it in art, literacy, PE, history and many more subjects

Impact

Music is a more practical subject, so the impact can be seen visually in lessons, on our Twitter (X) page and details of lessons and children's work are recorded in their music books. Teachers may capture the lessons using iPads and then create a QR code to go into the child's book, so their lesson content and progression can be seen via this. The Charanga scheme uses an assessment tool for teachers to be able to assess the pupils, but staff are asked to also record their pupil's progress using their assessment books in class. Pupil voice plays a big role when assessing their progress and the impact of the scheme of work and teachers are also asked for feedback, to ensure that the units are relevant and inspiring. The use of technology has really captured all learners, especially those with SEND, who, in our school, seem to have an affinity with technology and are good with it.

Cultural Capital

Music can develop and build self-esteem, self-worth and confidence and can be multi-faceted in aiding personal development. It nurtures creative skills, gives opportunities for children to work collaboratively in a group and encourages skills in listening to others, analysing and planning and being creative. It supports the ability to be resilient and gives an outlet for self-expression.

Music can provide links to social issues, times in history, or how music is represented and expressed in different cultures, religions and countries - linking to all areas of the curriculum. It demonstrates how music brings communities together and encourages children to partake in social performances within school and outside of school.

Music helps to develop fine and gross motor skills. Playing instruments can require the need for concentration, dedication and the development of control over breathing and dexterity of the hands. It improves coordination and enables children to develop a sense of rhythm, which can help children with SEMH to calm themselves using musical techniques.

It promotes a sense of belonging and comradery with others - striving to achieve something together and can encourage children to understand different sectors of society through genre or lyrics. Music can be a starting point for discussion - children are given this opportunity every lesson through their listening and appraising section of the lesson.

Music is also an amazing way to showcase children's individuality, skills, differences and similarities and can highlight hidden talents in children, which they could go on to use in later life. Through enrichment opportunities and lessons, children gain an understanding of cultures, religions, and enhances their own personal cultural capital.

National Curriculum Objectives

Key stage 1

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.

Key stage 2

Pupils should be taught to sing and play musically with increasing 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.

Music End Points

- Be able to use musical vocabulary confidently and accurately
- Recognise musical notation and interpret notation and symbols into beat counts
- Play a musical instrument - have had the opportunity to play three separate musical instruments: the recorder, glockenspiel and ukulele
- To be able to practice and perform small ensembles/individual performances
- Understand various music genres and composers
- To compose pieces of music using previous and new knowledge
- To identify structures of songs and how compositions are made
- To classify instruments into orchestral groups
- To listen and appraise different music genres and make links to other subjects - develop an appreciation of music in general
- Recognise when and how music is used and why e.g. in films, adverts, ambience
- Relate music to feeling

Future aspirations for our children:

- Appreciation of music genres and composers

- Be able to talk knowledgeably in a social setting about music and contribute
- To learn an instrument to keep a person company through life e.g. Learning to play the guitar - to help relieve stress - relaxation
- To develop their own style and choice of music to both listen to and sing/play
- The ability to apply skills to learn other instruments

Substantive and disciplinary knowledge in Music

Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music. These are; Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation.

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Interrelated pillars

The music curriculum is taught progressively through three interrelated pillars:

- Technical
 - o Competence in controlling sound (instrumental, vocal or with music technology)
 - o Use of a communication system, such as staff notation or guitar tab
- Constructive
 - o Knowledge of the musical elements/interrelated dimensions of music
 - o Knowledge of the components of composition
- Expressive
 - o Musical quality
 - o Musical creativity
 - o Knowledge of musical meanings across the world and time
 - o Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

- Singing (developing pitch, melody, rhythm and control individually and as part of a group)
- Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

- Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)
- Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)
- Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Second order concepts:

The following second order concepts are also explored:

- Chronology (history of music and changes over time)
- Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)
- Significance (significant composers, pieces of music and musical movements)
- Written, oral and creative expression: (Using musical terminology, responding, refining, describing, experimenting, exploring)

Structure

Our children follow a carefully structured Music curriculum which has been designed to ensure our children know more, remember more and do more as they progress through our school. The curriculum is supported by the Charanga Music Scheme and Tees Valley Music Service. Our curriculum is taught using three concept led strands. In each unit they will learn to:

- Listen and Appraise - a range of music styles, songs and compositions
- Engage in Musical Activities - develop music specific skills and knowledge through playing games, Playing alongside, Improvising and Composing music.
- Singing
- Performing - engage in a range of performance events in the classroom, school and to wider audiences.

Each strand is embedded and applied through thematic units of learning focused on a song and which link and reinforce the interrelated dimensions of music in a progressive manner.

Pulse	Rhythm	Pitch	Dynamics	Tempo	Timbre	Structure	Texture	Notation
-------	--------	-------	----------	-------	--------	-----------	---------	----------



Interrelated Dimensions of music progression according to year group

The Interrelated Dimensions of Music

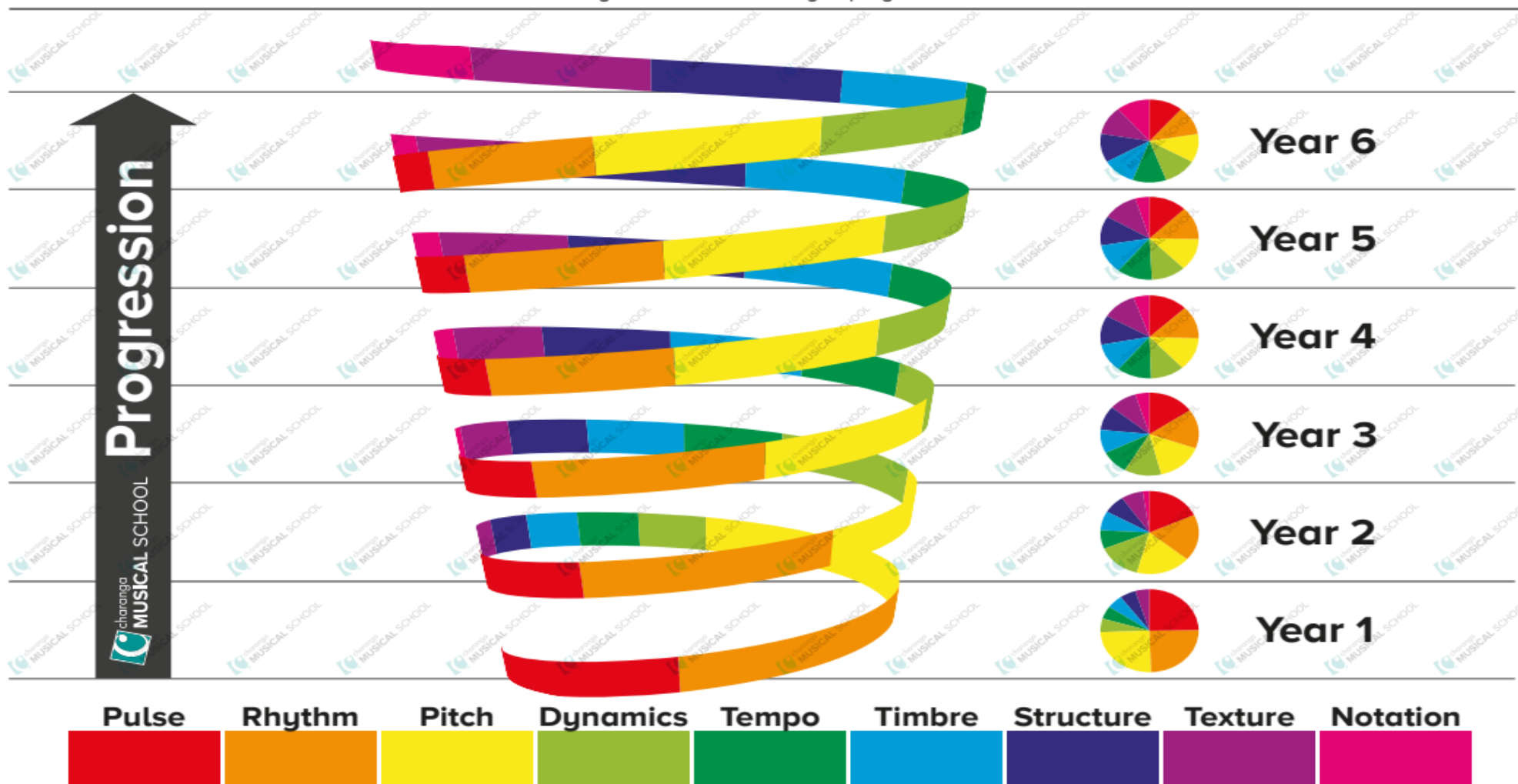
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

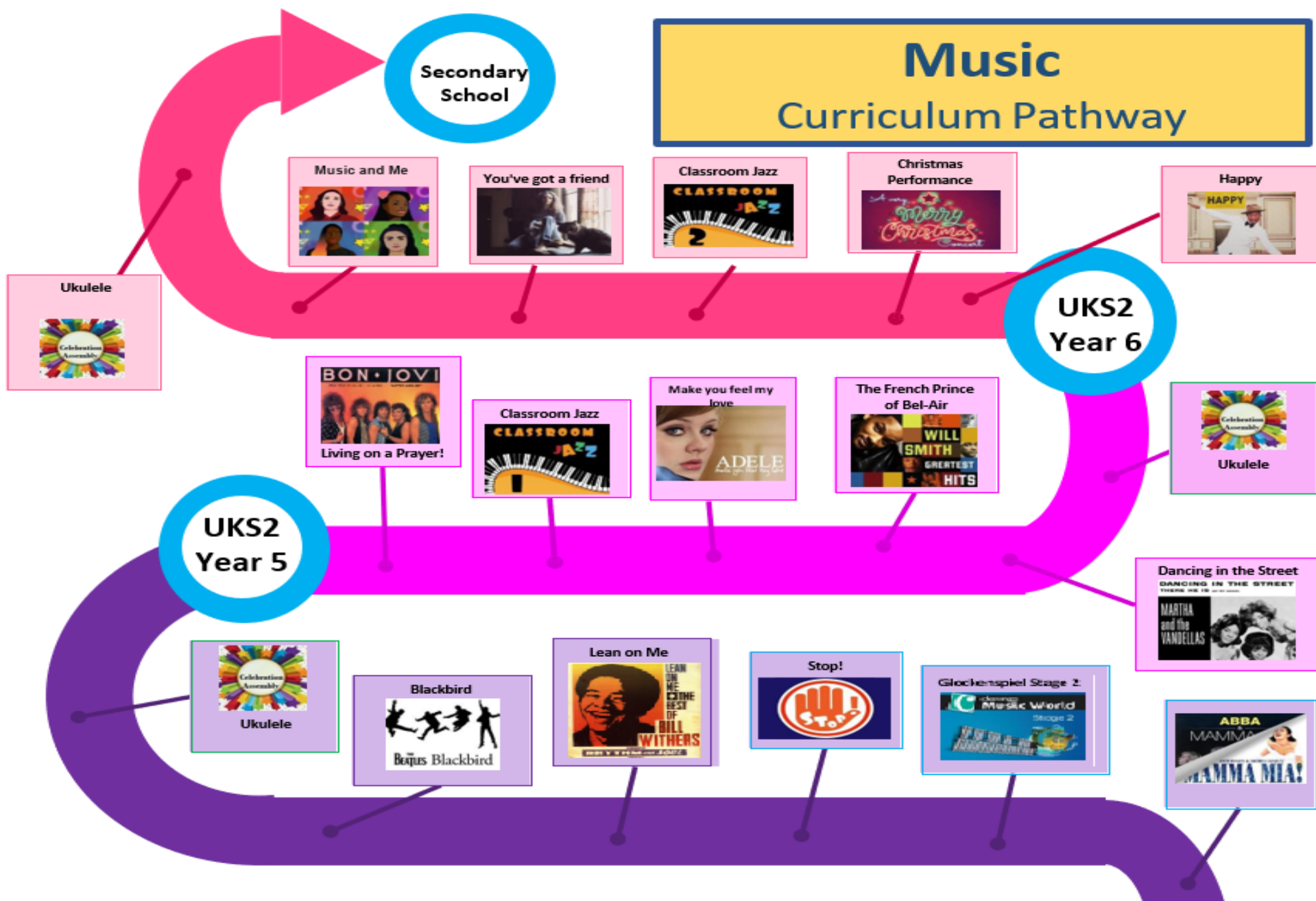
With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

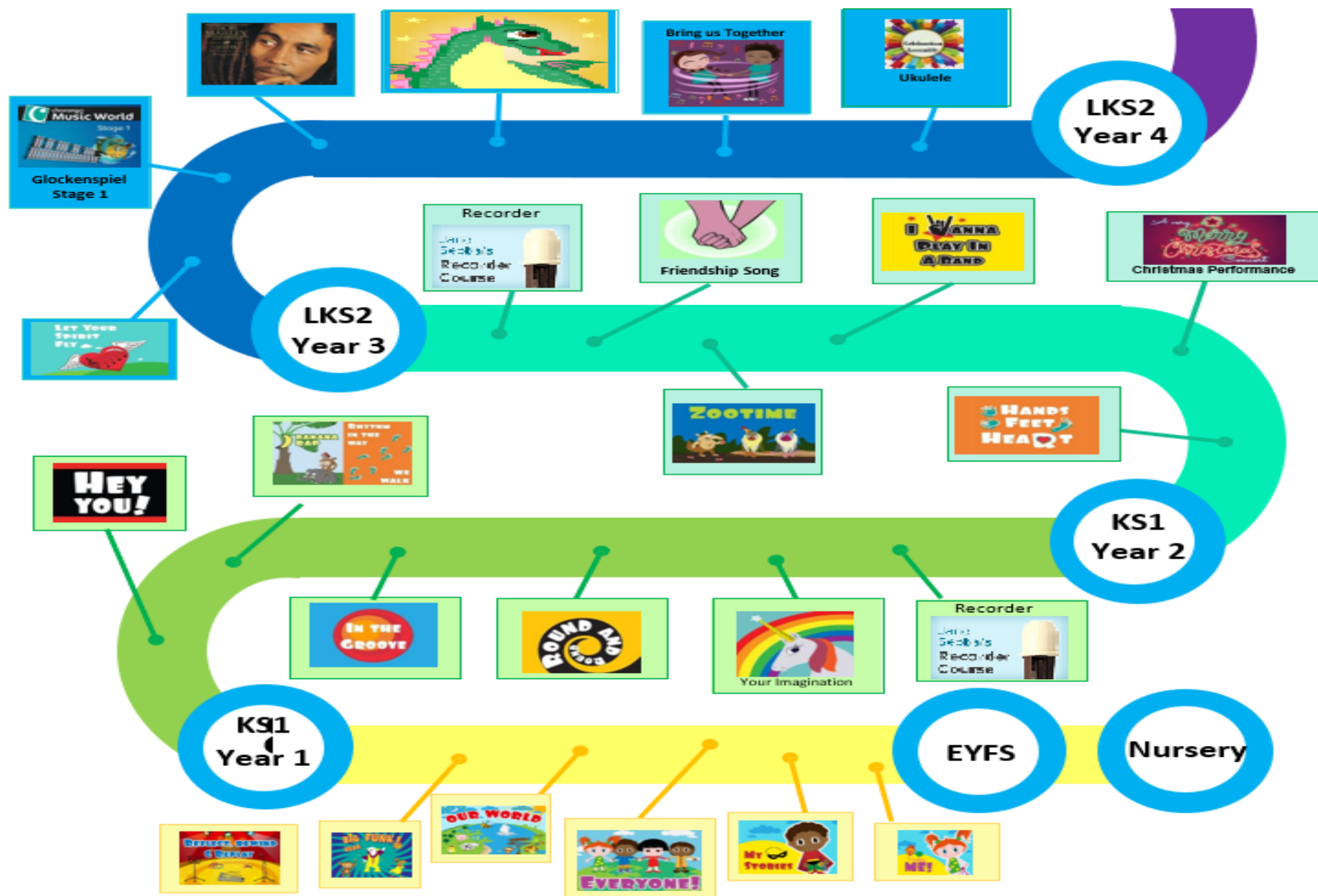
This represents an ever increasing spiral of musical learning.



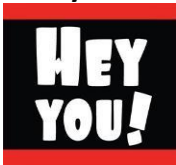
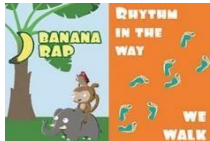




Music Curriculum Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<div>Overview & Planning</div> <div>YEAR</div> <div>R</div>	Me! <div>1 2 3 4 5 6</div>	My Stories <div>1 2 3 4 5 6</div>	Everyone! <div>1 2 3 4 5 6</div>	Our World <div>1 2 3 4 5 6</div>	Big Bear Funk <div>1 2 3 4 5 6</div>	Reflect, Rewind and Replay <div>1 2 3 4 5 6</div>
<div>Overview & Planning</div> <div>YEAR</div> <div>1</div>	Hey You! <div>1 2 3 4 5 6</div>	Rhythm In The Way We Walk and Banana Rap <div>1 2 3 4 5 6</div>	In The Groove <div>1 2 3 4 5 6</div>	Round And Round <div>1 2 3 4 5 6</div>	Your Imagination <div>1 2 3 4 5 6</div>	Reflect, Rewind and Replay <div>1 2 3 4 5 6</div>
<div>Overview & Planning</div> <div>YEAR</div> <div>2</div>	Hands, Feet, Heart <div>1 2 3 4 5 6</div>	Ho Ho Ho <div>1 2 3 4 5 6</div>	I Wanna Play In A Band <div>1 2 3 4 5 6</div>	Zootime <div>1 2 3 4 5 6</div>	Friendship Song <div>1 2 3 4 5 6</div>	Reflect, Rewind and Replay <div>1 2 3 4 5 6</div>
<div>Overview & Planning</div> <div>YEAR</div> <div>3</div>	Let Your Spirit Fly <div>1 2 3 4 5 6</div>	Glockenspiel Stage 1 <div>1 2 3 4 5 6</div>	Three Little Birds <div>1 2 3 4 5 6</div>	The Dragon Song <div>1 2 3 4 5 6</div>	Bringing Us Together <div>1 2 3 4 5 6</div>	Reflect, Rewind and Replay <div>1 2 3 4 5 6</div>
<div>Overview & Planning</div> <div>YEAR</div> <div>4</div>	Mamma Mia <div>1 2 3 4 5 6</div>	Glockenspiel Stage 2 <div>1 2 3 4 5 6</div>	Stop! <div>1 2 3 4 5 6</div>	Lean On Me <div>1 2 3 4 5 6</div>	Blackbird <div>1 2 3 4 5 6</div>	Reflect, Rewind and Replay <div>1 2 3 4 5 6</div>
<div>Overview & Planning</div> <div>YEAR</div> <div>5</div>	Livin' On A Prayer <div>1 2 3 4 5 6</div>	Classroom Jazz 1 <div>1 2 3 4 5 6</div>	Make You Feel My Love <div>1 2 3 4 5 6</div>	The Fresh Prince Of Bel-Air <div>1 2 3 4 5 6</div>	Dancing In The Street <div>1 2 3 4 5 6</div>	Reflect, Rewind and Replay <div>1 2 3 4 5 6</div>
<div>Overview & Planning</div> <div>YEAR</div> <div>6</div>	Happy <div>1 2 3 4 5 6</div>	Classroom Jazz 2 <div>1 2 3 4 5 6</div>	A New Year Carol <div>1 2 3 4 5 6</div>	You've Got A Friend <div>1 2 3 4 5 6</div>	Music And Me <div>1 2 3 4 5 6</div>	Reflect, Rewind and Replay <div>1 2 3 4 5 6</div>





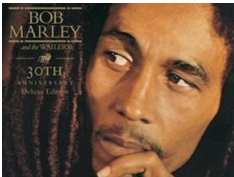
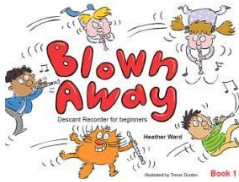




School Overview of Music teaching - teaching sequences







Year 1					
Autumn		Spring		Summer	
Hey You! 	Rhythm in the way we walk and banana rap 	In the Groove 	Round and Round 	Your Imagination 	Reflect, Rewind and Replay 
<ol style="list-style-type: none"> Have you heard the song 'Hey You' by Joanna Mangona? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'U Can't Touch This' by MC Hammer? Consolidation of composition of musical sections. Do you know the song 'It's Like That' by Run DMC? Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> Have you heard the song - Rhythm in the Way we Walk by Joanna Mangona? Can you sing the song 'Rhythm in The Way We Walk' by Joanna Mangona? Can you perform the song 'Rhythm in The Way We Walk' by Joanna Mangona? Have you heard the song 'Banana Rap' by Jane Sebba? Can you sing the song 'Banana Rap' by Jane Sebba? Can you perform the song 'Banana Rap' by Jane Sebba? 	<ol style="list-style-type: none"> Have you heard the song 'In The Groove' by Joanna Mangona? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? What do you think this week's style is? Consolidation of composition of musical sections. What styles of music can remember from this unit? Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> Have you heard the song 'Round and Round' by Joanna Mangona? Can you play alongside the song? Can you improvise alongside the song? What does improvising mean? Have you heard Gramaphonedzie? Can you perform Round and Round? 	<ol style="list-style-type: none"> Have you heard the song 'Round and Round' by Joanna Mangona? Can you play alongside the song? Can you improvise alongside the song? What does improvising mean? Have you heard Gramaphonedzie? Can you perform Round and Round? 	<ol style="list-style-type: none"> What is a production? How will this production look different from your end of year production in Reception? How do we communicate thoughts and feelings of a character or songs? What do you do if you lose your part? How can we make sure that the audience can hear and understand us? Look at your performance. What went well? What would you change? How could you improve it? Are you ready to perform?




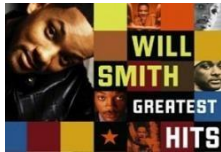


Year 2					
Autumn		Spring		Summer	
Hands, Feet, Heart 	Christmas Performance 	I Wanna Play in a Band 	Zootime 	Friendship Song 	Reflect, Rewind and Replay 







<ol style="list-style-type: none"> 1. Do you know the song Hands, Feet, Heart by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'You can call Me Al' by Paul Simon? Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Year 1? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform? 	<ol style="list-style-type: none"> 1. Do you know the song 'I Wanna Play in a Band' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Johnny B. Goode' by Chuck Berry? Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. Do you know the song 'Zootime' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Feel Like Jumping' by Marcia Griffiths? Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. Do you know the song 'Friendship Song' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'That's What Friends Are For?' Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Year 1? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?
--	---	--	--	--	---

Year 3					
Autumn		Spring		Summer	
<p>Let your spirit fly!</p> 	<p>Glockenspiel Stage 1</p> 	<p>Three little birds</p> 	<p>Recorder Unit 1</p> 	<p>Bring Us Together</p> 	<p>Ukulele</p> 
<ol style="list-style-type: none"> 1. Have you heard the song 'Let your spirit fly' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Ain't No Mountain High Enough' by Marvin Gaye? Consolidation of 	<p>Playing the glockenspiel</p> <p>Exploring and developing playing skills</p> <ol style="list-style-type: none"> 1. Do you know the notes D and E? 2. Can you play using the notes D and E? 3. Do you know the notes C and D? 4. Can you play using the notes D,E and F? 	<ol style="list-style-type: none"> 1. Do you know the song 'Three Little Birds'? Who is it by? 2. Have you play alongside the music? 3. Can you improvise with the music? 4. Have you heard the song 54-46 was my number by the Maytals? Can you compose musical sections? 5. Do you know the song Ram Goat Liver by Pluto Shervington? Consolidation 	<p>Playing the recorder</p> <p>Exploring and developing playing skills</p> <ol style="list-style-type: none"> 1. What do you know about the recorder? Can you play the note B? 2. Do you know how to play the note A? 3. Do you know how to play the note G? 4. Do you know how to play the note E? 	<ol style="list-style-type: none"> 1. What is the song Bringing Us Together? Who is it by? 2. Can you play an instrument alongside a song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. What do you know about composing? 6. Can you perform what you have been learning? 	<ol style="list-style-type: none"> 1. How do you hold the ukulele? 2. What strumming patterns can you use? 3. What family does the ukulele belong to? 4. How can you create a higher pitch? 5. What do you do with the strings and keys when tuning the ukulele?

composition of musical sections.	5. Can you play using the notes C,D, E and F	of composition of musical sections.	5. Do you know how to play the note D?		
6. Do you know the song 'You're the First, the Last, My Everything' by Barry White? Consolidation of composition of musical sections.	6. Can you create a composition?	6. Have you heard the song Our Day will come by Amy Winehouse? Perform and Evaluate Singing and Composition.	6. Do you know how to play the note C?		
			7. Do you know how to play the note high D?		

Year 4					
Autumn		Spring		Summer	
	Glockenspiel stage 2 	STOP! 	Lean on Me 	Blackbird 	Ukulele 
<ol style="list-style-type: none"> Do you know the song Mamma Mia? Who is it by? Have you heard the song Dancing Queen? Can you play alongside? Do you know the song The Winner Takes It All? Can you improvise? Have you heard the song Waterloo? Can you compose musical sections? Do you know the song Super Trouper? Consolidation of composition of musical sections <p>Have you heard the song Thank you for the Music? Consolidation of composition of musical sections.</p>	<p>Playing the glockenspiel</p> <p>Exploring and developing playing skills</p> <ol style="list-style-type: none"> Can you play the notes C,D,E,F? Can you play the notes C,D,E and F / and explore pitch? Can you play the note G? Can you play in collaboration with others? Can you play a musical piece using C, D, E, F and G / and explore rhythm? Can you play using the notes C, D, E and F with more complex rhythmic patterns / exploring pulse <p>Can you create a composition? (use iPad and children log into Charanga)</p>	<ol style="list-style-type: none"> What is the song all about? Can you explain the difference between bullying and conflict? What is the style of music? Can you pick out the key lyrics which convey the message? Can you compose a rap and a musical section to accompany it? 	<ol style="list-style-type: none"> Do you know the song Lean on Me? What genre of music is this? Can you tell me any other songs from this genre? How is gospel music recognised? Choir/solo/instruments. Can you compare the songs using the interrelated dimensions of music? 	<ol style="list-style-type: none"> Have you heard the song 'Blackbird'? Who is it by? Can you play an instrument alongside a song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'Yesterday' by The Beatles? Consolidation of composition of musical sections. Do you know the song 'Let it Be' by The Beatles? Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> How do you hold the ukulele? What strumming patterns can you use? What family does the ukulele belong to? How can you create a higher pitch? What do you do with the strings and keys when tuning the ukulele?

Year 5					
Autumn		Spring		Summer	
<p>Living on a Prayer</p> 	<p>Classroom Jazz</p> 	<p>Make you feel my love</p> 	<p>The French Prince of Bel-Air</p> 	<p>Dancing in the Street</p> 	<p>Ukulele</p> 
<ol style="list-style-type: none"> Have you heard the song 'Livin' on a Prayer' by Bon Jovi? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'Jonny B Goode' by Chuck Berry? Consolidation of composition of musical sections. Do you know the song 'I saw her standing there' by The Beatles Consolidation of composition of musical sections and performance. 	<ol style="list-style-type: none"> Have you heard 'Three Note Bossa' by Ian Gray? Can you play alongside the song? Can you improvise alongside the song? Have you heard 'Five Note Swing' by Ian Gray? Do you know 'Perdido' by Tizol? Can you improvise? Do you know 'Things Ain't What They Used To Be' by Ellington and Parsons? Can you perform you piece? 	<ol style="list-style-type: none"> Have you heard the song 'Make You Feel My Love' by Adele? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'The Way You Look Tonight' by Tony Bennett? Consolidation of composition of musical sections. Do you know the song 'Love Me Tender' by Elvis Presley Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> Have you heard the song 'The Fresh Prince of Bel-Air'? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'U Can't Touch This' by MC Hammer? Consolidation of composition of musical sections. Do you know the song 'It's Like That' by RUN-DM Consolidation of composition of musical sections.. 	<ol style="list-style-type: none"> Have you heard the song 'Dancing in the Street'? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'You are the sunshine of my life' sung by Stevie Wonder? Consolidation of composition of musical sections. Do you know the song 'The Tracks Of My Tears' sung by Smokey Robinson And The Miracles. Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> How do you hold the ukulele? What strumming patterns can you use? What family does the ukulele belong to? How can you create a higher pitch? What do you do with the strings and keys when tuning the ukulele?

Year 6					
Autumn		Spring		Summer	
Happy 	Christmas Performance 	Classroom Jazz 	You've got a Friend 	Music and Me 	Ukulele 
<ol style="list-style-type: none"> Have you heard the song 'Happy' By Pharrell Williams? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'When You're Smiling' sung by Frank Sinatra? Consolidation of composition of musical sections. Do you know the song 'Love Will Save The Day' sung by Brendan Reilly? Consolidation of composition of musical sections and performance. 	<ol style="list-style-type: none"> What is a production? How will this production look different from your end of year production in Year 3? How do we communicate thoughts and feelings of a character or songs? What do you do if you lose your part? How can we make sure that the audience can hear and understand us? Look at your performance. What went well? What would you change? How could you improve it? Are you ready to perform? 	<ol style="list-style-type: none"> Have you heard 'Bacharach Anorak' by Ian Gray? Can you play alongside the song? Can you improvise alongside the song? Have you heard 'Meet The Blues' by Ian Gray? Can you compose with the song? Do you know 'Back o' town blues' by Earl 'Fatha' Hines? Consolidation of composition of musical sections. Do you know 'Things Ain't What They Used To Be' by Ellington and Parsons? Can you perform your piece? 	<ol style="list-style-type: none"> Have you heard the song 'You've Got a Friend' by Carole King? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'Will You Still Love Me Tomorrow' by The Shirelles? Consolidation of composition of musical sections. Do you know the song 'You Make Me Feel Like A Natural Woman?' Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> Can you create a piece of music that explores your identity? Do you remember who Anna Meredith is? Do you remember who Shiva Feshareki is? Do you remember who Eska is? Do you remember who Afrodeutsche is? Can you perform your composition? Can you reflect on your learning? 	<ol style="list-style-type: none"> How do you hold the ukulele? What strumming patterns can you use? What family does the ukulele belong to? How can you create a higher pitch? What do you do with the strings and keys when tuning the ukulele?

Singing Assemblies

To enrich our music curriculum, the music coordinator teaches singing explicitly in an assembly. Each day the children come into assembly to a different genre, depending on the day.

Music for going into assembly linked to genres

Monday - Jazz	Tuesday - Classical	Wednesday - Reggae	Thursday - Soul	Friday - Pop
"What a Wonderful World" written by Bob Thiele and George David Weiss. It was first recorded by Louis Armstrong https://www.youtube.com/watch?v=rBrd_3VMC3c	Pirates of the Caribbean - Hans Zimmer https://www.youtube.com/watch?v=6zTc2hD2npA	Don't Worry be Happy - Bob Marley https://www.youtube.com/watch?v=68vZX2uUKKA	You can't hurry love - The Supremes https://www.youtube.com/watch?v=ovoBi3pXD_A	Pharrell Williams - Happy https://www.youtube.com/watch?v=jv-pYB0Qw9A
Fly Me to the Moon - Frank Sinatra https://www.youtube.com/watch?v=Cd_TH62416A	Ravel - Boléro https://www.youtube.com/watch?v=LwLABSm0yYc	Three Little Birds with Makaton - Bob Marley https://www.youtube.com/watch?v=SmD9ToGtK8Q	I Can't Help Myself (Sugar Pie, Honey Bunch) w/lyrics ~ The Four Tops https://www.youtube.com/watch?v=8KH-Tmstd7do	Justin Timberlake - Can't Stop The Feeling! https://www.youtube.com/watch?v=wWPY-Qi0aVQ
It Don't mean a Thing https://www.youtube.com/watch?v=ijI8ECXk1dY	Rimsky Korsakov - Flight of the Bumblebee https://www.youtube.com/watch?v=rdatnwBYHTc	You can get it if you really want - Jimmy Cliff https://www.youtube.com/watch?v=KnmMUyOxj3w	The Archies - Sugar Sugar (Lyrics) https://www.youtube.com/watch?v=4wUIBhnxOX4	Owl City - Fireflies https://www.youtube.com/watch?v=QsiRZ7gv4To

Listening and Appraising - Music through the years

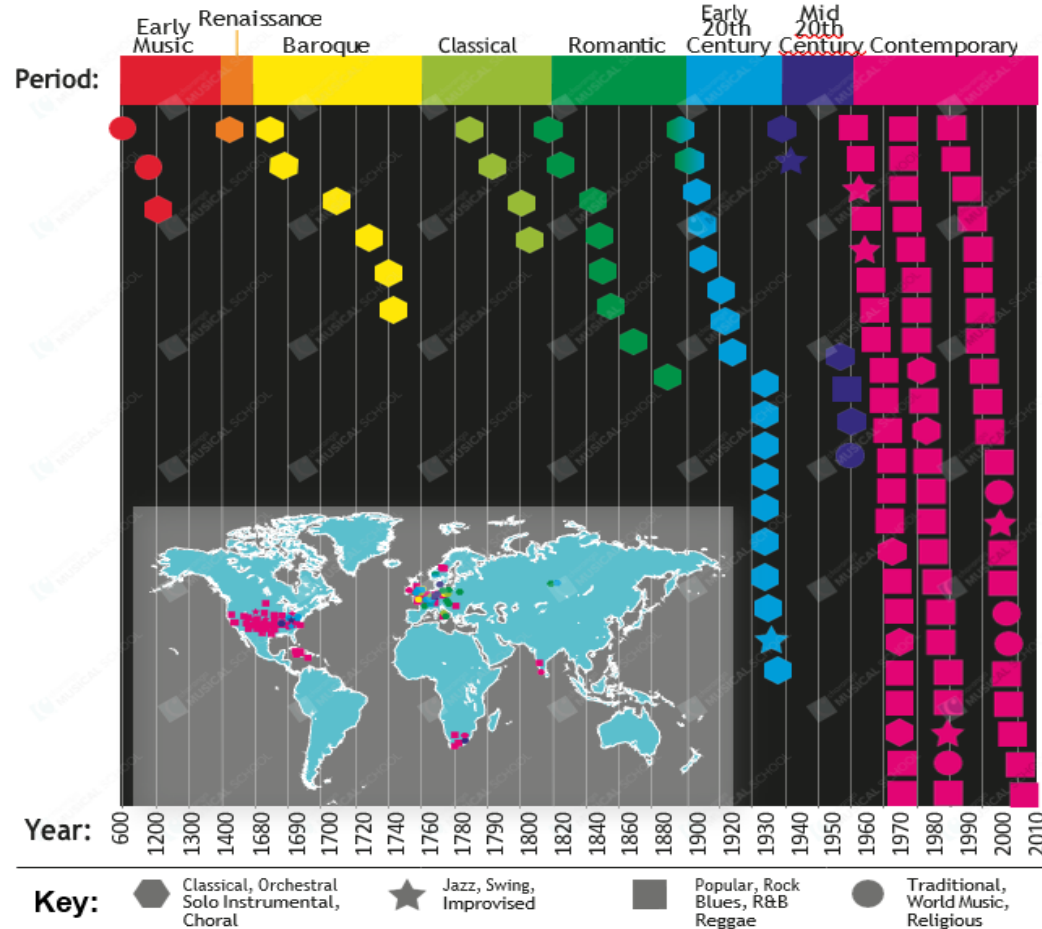
Listening and appraising

Charanga Musical School listening material



National Curriculum 2014:

“...listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians”



Musical School Listening Material

- Music from Compline by Anon
- La Quinta Estancia Real (anon 13th C.) by Anon
- Lauter Pastore Seco (The Other Day a Shepherdess Was Sitting) by Anon
- Ullens Overture by Lully
- Dido and Aeneas: Overture by Purcell
- Brandenburg Concerto No 1 by Bach
- Les Tondeuses (The Knitters) by Couperin
- Let the Bright Seraphim by Handel
- Arrival of the Queen of Sheba by Handel
- The Marriage of Figaro: Overture by Mozart
- The Clock: II Andante by Haydn
- Moonlight Sonata (adagio) by Beethoven
- Symphony no 5 in C Minor (allegro con brio) by Beethoven
- Schubert D 328 Op 1 Wer Geht, so Spat by Schubert
- Ode to Joy by Beethoven
- Minute Waltz in D-flat by Chopin
- Radetzky March by Johann Strauss
- Bridal Chorus (Wedding March) by Wagner
- Piano Concerto: Allegro Maestoso (tempo giusto) by Liszt
- Grand March from Aida by Verdi
- Sugar Plum Fairy by Tchaikovsky
- Prelude A L'Amour-Midi Op 10 No 3 by Debussy
- Peer Gynt Suite: Op 46 Dance by Grieg
- Central Park in the Dark by Ives
- The Firebird by Stravinsky
- The Planets: Mars by Gustav Holst
- Song Before Sunrise by Delius
- Rhapsody in Blue by Gershwin
- Bolero by Ravel
- Fantasia on Greensleeves by Vaughan Williams
- There Was a Man of Newington by Benjamin Britten
- There Was a Monkey by Benjamin Britten
- Begone Dull Care by Benjamin Britten
- Fishing Song by Benjamin Britten
- A New Year Carol by Benjamin Britten
- From the Diary of a Fly by Bartok
- The Bird by Sergei Prokofiev
- One O'Clock Jump by Count Basie
- Sonata for Horn in F by Paul Hindemith
- No 4 Hoe-Down by Aaron Copland
- Take the 'A' Train by Duke Ellington
- Bridge Over the River Kwai by Malcolm Arnold
- Johnny B Goode by Chuck Berry
- Consider Yourself from the musical Oliver by Lionel Bart
- The Click Song by Miriam Makeba
- The Way You Look Tonight by Tony Bennett
- I Saw Her Standing There by The Beatles
- Desafinado by Stan Getz
- How Blue Can You Get by B.B. King
- Fly Me to the Moon by Frank Sinatra
- Don't No Mountain High Enough by Marvin Gaye & Tammi Terrell
- When I'm 64 by The Beatles
- 54-46 That's My Number by Toots and the Maytals
- All Right Now by Free
- Oye Como Va by Santana
- Amazing Grace by Elvis Presley
- Smoke on the Water by Deep Purple
- Lean On Me by Bill Withers
- Suspicious Minds by Elvis Presley
- Love Me Tender by Elvis Presley
- Clapping Music by Steve Reich
- Waterloo by ABBA
- Tubular Bells by Mike Oldfield
- Uptown by Astor Piazzola
- Ram Goat Liver by Pluto Sherwin
- My First, My Last, My Everything by Barry White
- Rockin' All Over the World by Status Quo / John Fogerty
- Mamma Mia by ABBA
- Einstein on the Beach by Phillip Glass
- Dancing Queen by ABBA
- Sir Duke by Stevie Wonder
- We Will Rock You by Queen
- Three Little Birds by Bob Marley and the Wailers
- Jammin' by Bob Marley and the Wailers
- Thank You for the Music by ABBA
- The Robots (Die Botschaft) by Kraftwerk
- Rappers Delight by The Sugarhill Gang
- The Winner Takes It All by ABBA
- Super Trouper by ABBA
- Imperial March by John Williams
- Don't Stop Believin' by Journey
- The Lamb by John Tavener
- Eye of the Tiger by Survivor
- Hello by Lionel Richie
- It's Like That by Run D.M.C.
- Let's Stay on a Prayer by Bon Jovi
- So Amazing by Luther Vandross
- You Can Call Me Al by Paul Simon
- Bring Him Back Home by Hugh Masekela
- Me, Myself and I by De La Soul
- Music for Large and Small Ensembles - opening by Kenny Wheeler
- Lord of the Dance by Ronan Hardiman
- The Fresh Prince of Bel Air by DJ Jazzy Jeff & The Fresh Prince
- U Can't Touch This by MC Hammer
- Small People by Ziggy Marley and the Melody Makers
- Don't Stop Believin' by The Fugees
- Ready or Not by The Fugees
- Make You Feel My Love by Bob Dylan
- Homelands by Nitin Sawhney
- Living on a Prayer by Ricki Martin
- Shackles (Praise You) by Mary Mary
- Our Day Will Come by Amy Winehouse
- He Still Loves Me by Beyonce ft. W. Williams
- Ho Gaya Shagun by Panjabi MC
- Mbube by Soweto Gospel Choir
- Mas Que Nada by Sergio Mendes and the Black-Eyed Peas
- It Had Better Be Tonight by Michael Bublé
- Don't Stop Believin' by Petra Haden
- Make You Feel My Love by Adele
- Jai Ho by A. R. Rahman
- Lean On Me by ACM Gospel Choir
- Don't Stop Believin' by The Cast of Glee
- Why Don't You by Gramophone
- Uptown by Arthur Munkala
- Happy by Pharrell Williams

Enrichment opportunities

Glenmere children have many enrichment opportunities which link to music. They can be involved in the choir, ukulele or recorder clubs, take part in workshops such as: African dance, African drumming, Indian Dance and Steel Pans. They can also be involved in our school plays, performances to parents and to local homes for the elderly.

Take a look on Twitter!

Twitter Evidence of music across the curriculum at Glenmere





Glenmere School @GlenmereSchool · Jun 27

Year 5 are ready for night two of their production!



1



159



Glenmere School @GlenmereSchool · Jun 17

Year 4 have been playing the ukulele in their music lessons! They were brilliant and have made so much progress from last year!! 🎸



7



202



Glenmere School @GlenmereSchool · May 19

Year 2 have learned how to digitally compose music in their computing lesson



182



Glenmere School @GlenmereSchool · Mar 26

Using the computers is a great way to compose your own piece of music and this is exactly what Year 5 have been doing - all to The Fresh Prince of Bel-Air!





Glenmere School @GlenmereSchool · Mar 26

It was wonderful to see so many adults attending family day today. We had a fabulous time in the year 4 classroom, where we clapped and sang various rhythms, sang warm-up songs, played the glockenspiel and performed the song Mama Mia! It was great to see everyone taking part! 🎵



2



140



Glenmere School @GlenmereSchool · Mar 24

Year 4 have been learning about different types of notes, their names and their duration. They clapped and said the name of the notes on the staff to better their understanding, then they accompanied a composition they created as a class using glockenspiels. 🎵



3



173



Glenmere School @GlenmereSchool · Dec 20, 2024

We are so proud of our choir, who performed amazingly for the residents of Magna Care Home in Wigston. Their voices were beautiful as they sang each song, but particularly their a cappella version of Silent Night. They were so happy to bring joy to the faces of the residents. 🎄



5



196



Glenmere School @GlenmereSchool · Dec 18, 2024

Well done to the recorder, ukulele and choir club, who were absolutely brilliant in their Christmas Musical Performance this afternoon! They entertained the children and parents with some festive favourites, leaving smiles on everyone's faces! Happy Christmas everyone! 🎅 🎄



2



11



236





Glenmere School @GlenmereSchool · Dec 11, 2023

Year 4 had fun singing along, while they played Jingle Bells today, which uses all the notes they have learnt in this half terms' topic 'Glockenspiel.'



Glenmere School @GlenmereSchool · Nov 28, 2023

Year 6 are enjoying creating their own 12-bar blues



Glenmere School @GlenmereSchool · Dec 10, 2023

Year 4 have observed how a professional musician played the Harry Potter theme tune to demonstrate how compositions can be layered to create depth in a piece of music, then tried to emulate it in their own pieces. They used musical notation on a staff to extend their learning.



Glenmere School @GlenmereSchool · Nov 28, 2023

Some of Year 4's compositions using technology after planning and performing them using glockenspiels! They were very proud of them!



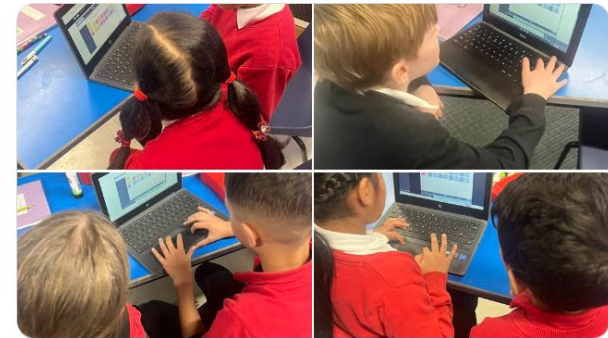
Glenmere School @GlenmereSchool · Nov 29, 2023

Year 5 have been learning how to play the 5 note swing in music!



Glenmere School @GlenmereSchool · Nov 28, 2023

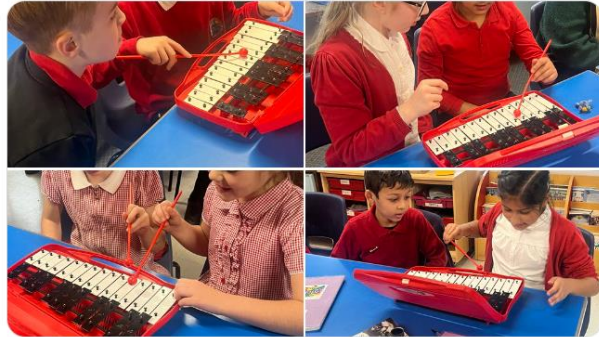
Year 4 translated their practical compositions using the glockenspiel into a piece using technology.





Glenmere School @GlenmereSchool · Nov 28, 2023

Year 4 have used instruments to accompany the song Mama Mia and then used them to begin to compose their own pieces before translating them using technology.



Glenmere School @GlenmereSchool · Nov 26, 2023

What absolute superstars the Reception class were today completing their Nativity show for their parents. They did so well and we are so proud of them all. Ready for the big stage! 🎭



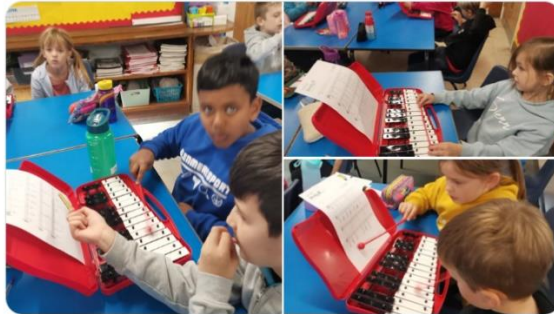
Glenmere School @GlenmereSchool · Nov 16, 2023

In our music lesson this week we were practicing how to use the D and E notes in the same song using glockenspiels.



Glenmere School @GlenmereSchool · Nov 10, 2023

This week in music, the year 3 children showed off their skills in keeping to the beat when using the glockenspiels. Fantastic job!



Glenmere School @GlenmereSchool · Oct 26, 2023

Year 6 have been using computers and musical instruments to compose their own piece of music to Pharrell Williams - Happy. They have been using the notes A, G and B





Glenmere School @GlenmereSchool · Oct 23, 2023

Year 4 were absolutely brilliant in their first music lesson of the new half term! They have started the unit entitled Glockenspiels and have shown that they can pick up how to play the notes D, E and F and can follow the rhythm patterns and observe the beat! Very impressive! 🎵



Glenmere School @GlenmereSchool · Oct 9, 2023

Year 4 are thoroughly enjoying composing today! They've got their headphones on to ensure they can clearly hear the sounds to create a well thought-out piece.



Glenmere School @GlenmereSchool · Oct 7, 2023

Year 4 have loved creating their own compositions using technology in music. They paid attention to the combination of instruments to create a specific sound.



Glenmere School @GlenmereSchool · Oct 6, 2023

Year 3 absolutely loved their African drumming workshop this week. Learning all about different cultures 🌍



Glenmere School @GlenmereSchool · Oct 5, 2023

Year 5 loved their African drumming workshop 🎵 #BlackLivesMatter 🍌





Glenmere School @GlenmereSchool · Oct 3, 2023

Year 1 had a great African drumming session today. They were amazing at keeping a beat and pretended to be scary cheetahs 😊



Glenmere School @GlenmereSchool · Oct 3, 2023

Reception absolutely loved learning about the story of an African drum from Mali 🇲🇱 They loved experimenting too 🎵



Glenmere School @GlenmereSchool · Oct 3, 2023

Year 2 have loved their African drumming session as part of celebrating [#BlackHistoryMonth](#) 🍌



Glenmere School @GlenmereSchool · Oct 3, 2023

Year 6 have enjoyed African drumming this afternoon





Glenmere School @GlenmereSchool · Sep 28, 2023

Well done to everyone in Year 6 for such an amazing class assembly on World War 2!



Glenmere School @GlenmereSchool · Sep 27, 2023

Music club were practicing how to play the glockenspiel today and learnt how to play Twinkle, Twinkle Little Star! They were singing along with the notes to develop their understanding of pitch and played along to the rhythm tool!



Glenmere School @GlenmereSchool · Sep 25, 2023

Year 2 loved using the glockenspiels today in their music lesson, accompanying our song using the correct notes.



Glenmere School @GlenmereSchool · Jul 5, 2023

Year 1 loved African dance this week 😊



Glenmere School @GlenmereSchool · Jul 4, 2023

Year 2 have had a great two days Indian and African dancing! Such talents

