

# Model Music Curriculum Scheme Guide

## 1. Introduction

Music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey.

This Scheme provides clearly sequenced units and lessons with week-by-week support for each year group. It is an ideal next step from Charanga's Original Scheme or a starting point for more confident teachers. There are lesson plans, assessment documentation, a clear learning progression, and engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids. This scheme supports all the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing.

This scheme can also be used in line with the non-statutory Model Music Curriculum from the DfE. A **Model Music Curriculum Mapping** document has been created to show the alignment of the Model Music Curriculum alongside our Scheme of Work.

This Scheme of Work is built on the following principles:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to feel and learn about social connectivity.
- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The scheme is fun, modern, inclusive and engaging.
- The scheme is flexible and can be used as a structured approach to music teaching or can be turned into a customised model for an individual school or class.
- The scheme will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions.

## 2. Learning in a Spiral Curriculum

The **spiral design** of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

This **spiralled** approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school.

So, to support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

## 3. Key Learning and Assessment

As described, clearly sequenced lessons and units support the areas of the National Curriculum for Music: listening, singing, playing composing, improvising and performing. There are opportunities for end-of-unit and end-of-year assessment.

There is a **Key Learning** document for each year group. This document provides key learning and outcomes, including 'I Can' statements for each musical activity. These represent the expected standard of musical learning that will build through each unit for the year. There is often more than one statement, and these can be used over time/if the children are working beyond expected outcomes.

Each unit involves a variety of musical activities, centred around given songs:

- Understanding Music
- Listen and Respond
- Learn to Sing the Song
- Play Your Instruments with the Song
- Improvise with the Song
- Composition - Compose with the Song, Create a Graphic Score (**KS1**) Compose with a Theme, Music Notepad, Quickbeats (**KS2** only)
- Perform the Song

For each of the musical activities listed above, there are associated knowledge and skills and key learning and outcomes - what the children will learn and what the children will understand/know/demonstrate.

## End-of-unit/Continuous Assessment

Each activity associated with a song can be assessed at any point over the course of a unit. The **Unit Assessment Grid** will help you keep track of each child's progress from one unit to the next. For each of the above musical activities, assess the child's progress accordingly. The children could be working towards (WT), working at the expected standard (WA) or working beyond/at greater depth (WB/GD). The key learning statements/outcomes can be used for adaptive learning/differentiation if the children are working beyond expected outcomes. Assessment evidence is vital in tracking the progression and engagement of each child's musical journey. Capture key learning moments and log this to evidence both rapid and sustained progress. Use the **My Music Passport** documents to log next steps and ensure all children know their learning outcomes for their unit of work.

## End-of-unit/year Assessment - Assessment Checkpoint

Step 6 in each unit is our 'Assessment Checkpoint'. You may wish to deliver your music lesson as usual, or take the opportunity to include some (or all) of these assessment areas in the lesson.

If you have been using the **Unit Assessment Grid**, you will have all the assessment checks needed for an overall assessment at the end of the year. Use the **Year Assessment Grids** to collate this information. Log your assessment evidence, then track back to distinguish the overall progress of the unit in line with the knowledge and skills.

## 4. The Scheme Explained

Within every unit for every year group, children will listen, sing, move, play instruments, improvise and/or compose, and perform a wide variety of songs in many styles. With a focus on teaching about the elements of music through songs, children will continue to develop their knowledge and skills related to these foundational building blocks of music.

Our intention is to support children of all ages in discovering their identity and finding their place in the world.

With each unit centred around an age-appropriate **Social Question** and **Musical Spotlight**, children are encouraged to think deeply about the world, their communities, and their relationships with others. You may refer to these social questions as each lesson within a unit unfolds.

We encourage children to engage with and inquire into the broader role music plays or enjoys in our lives and society.

## Musical Spotlights

Each unit of work has a **Musical Spotlight**. Just like the **Social Questions**, the **Musical Spotlights** deepen as the children move through the scheme. They offer an opportunity for a musical focus in each unit and a way to deepen the children's musical knowledge and understanding. Each **Musical Spotlight** highlights a musical activity and/or musical elements to be discussed, learnt about and integrated into each lesson of the unit. This can be achieved through the use of the unit songs. Use the **Musical Spotlights** flexibly within each lesson. Encourage children to tell their audiences about them when introducing their performances.

*For a description of each Musical Spotlight, please see the **Musical Spotlights** document.*

***Extension Activities for Composition Years 3-6** and the **Song Writing in Years 5 and 6** documents support the teaching and learning of the Musical Spotlights.*

## Social Questions

From Year 1 to Year 6, the **spiral** approach allows six **Social Questions** to be progressively revisited. While lessons build upon the interlinking elements of music that are introduced in the first year, children simultaneously explore music's broader role in society in an age-appropriate manner. The questions are rhetorical, and intended to stimulate and focus class discussion. There are also many opportunities and suggestions in each unit for helping children make cross-curricular connections (you will find these listed in the Unit Overview documents).

To do this, these six **Social Questions** are revisited annually in the same order.

Unit and Year Group	Social Question	Musical Spotlights
Unit 1 Year 1	How Can We Make Friends When We Sing Together?	My Musical Heartbeat
Unit 1 Year 2	How Does Music Help Us to Make Friends?	Pulse, Rhythm and Pitch
Unit 1 Year 3	How Does Music Bring Us Closer Together?	Writing Music Down
Unit 1 Year 4	How Does Music Bring Us Together?	Musical Structures
Unit 2 Year 1	How Does Music Tell Stories About the Past?	Dance, Sing and Play!
Unit 2 Year 2	How Does Music Teach Us About the Past?	Playing in an Orchestra
Unit 2 Year 3	What Stories Does Music Tell Us About the Past?	Playing in a Band
Unit 2 Year 4	How Does Music Connect Us with Our Past?	Exploring Feelings When You Play
Unit 2 Year 5	How Does Music Connect Us with Our Past?	Sing and Play in Different Styles
Unit 2 Year 6	How Does Music Connect Us with Our Past?	Developing Ensemble Skills

Unit 3 Year 1	How Does Music Make the World a Better Place?	Exploring Sounds
Unit 3 Year 2	How Does Music Make the World a Better Place?	Inventing a Musical Story
Unit 3 Year 3	How Does Music Make the World a Better Place?	Compose Using Your Imagination
Unit 3 Year 4	How Does Music Improve Our World?	Compose with Your Friends
Unit 3 Year 5	How Does Music Improve Our World?	Composing and Chords
Unit 3 Year 6	How Does Music Improve Our World?	Creative Composition
Unit 4 Year 1	How Does Music Help Us to Understand Our Neighbours?	Learning to Listen
Unit 4 Year 2	How Does Music Teach Us About Our Neighbourhood?	Recognising Different Sounds
Unit 4 Year 3	How Does Music Help Us Get to Know Our Community?	More Musical Styles
Unit 4 Year 4	How Does Music Teach Us About Our Community?	Feelings Through Music
Unit 4 Year 5	How Does Music Teach Us About Our Community?	Enjoying Musical Styles
Unit 4 Year 6	How Does Music Teach Us About Our Community?	Musical Styles Connect Us
Unit 5 Year 1	What Songs Can We Sing to Help Us Through the Day?	Having Fun with Improvisation
Unit 5 Year 2	How Does Music Make Us Happy?	Exploring Improvisation
Unit 5 Year 3	How Does Music Make a Difference to Us Every Day?	Enjoying Improvisation
Unit 5 Year 4	How Does Music Shape Our Way Of Life?	Expression and Improvisation
Unit 5 Year 5	How Does Music Shape Our Way Of Life?	Freedom to Improvise
Unit 5 Year 6	How Does Music Shape Our Way Of Life?	Improvising with Confidence
Unit 6 Year 1	How Does Music Teach Us About Looking After Our Planet?	Let's Perform Together!
Unit 6 Year 2	How Does Music Teach Us About Looking After Our Planet?	Our Big Concert
Unit 6 Year 3	How Does Music Connect Us with Our Planet?	Opening Night
Unit 6 Year 4	How Does Music Connect Us with the Environment?	The Show Must Go on!
Unit 6 Year 5	How Does Music Connect Us with the Environment?	Battle of the Bands!
Unit 6 Year 6	How Does Music Connect Us with the Environment?	Farewell Tour

## What Is Included in Each Unit of Work?

Each unit is made up of a selection of the following activities:

### The Unit Structure

Baseline Quiz (Unit 1 in each year only)

**Activity 1:** Musicianship Options:

1a. Understanding Music

1b. Improvise Together

**Activity 2:** Listen and Respond

**Activity 3:** Learn to Sing the Song

**Activity 4:** Play your Instruments with the Song

**Activity 5:** Composing and Improvising (**KS1:** Improvise with the song, Compose with the Song, Create a Graphic Score **KS2:** All of the above, as well as Compose with a Theme, Quickbeats and Music Notepad)

**Activity 6:** Perform the Song

End-of-unit/year Quiz

As mentioned before, lesson material for each year group is organised into six units. Over the course of each unit, children are introduced to new songs. The musical learning related to each song is incorporated into a variety of lesson activities. Simply put, children don't just learn to sing songs – they learn about all aspects of each song, including its historical connections, narrative, related music theory, cultural context and style.

With a performance goal associated with every weekly lesson, children work through a series of musical activities where they acquire new – and enrich existing – musical knowledge and understandings. As lessons progress through each unit and year group, musical skills and understandings are continually reinforced, allowing for deeper learning.

### The Unit Structure Explained

- Steps 1-6 feature three different songs with connected musical activities. In Year 1, there is a new song each week.
- In Years 2-6, Steps 1, 3 and 5 include a Listen and Respond activity related to the song being learnt. Steps 2 and 4 include a different Listen and Respond for enrichment.
- Step 6 repeats one of the Listen and Respond activities for assessment purposes.
- Step 6 is an 'Assessment Checkpoint' week. Teachers have the option of delivering a standard music lesson or having the children complete some, or all, of the assessment tasks. Please refer to the Assessment documentation provided.

Each weekly lesson will always involve the following activities:

1. Understanding Music
2. Listen and Respond
3. Learn to Sing the Song
4. Perform the Song

In some weekly lessons, there will be options for **playing instruments, improvising** and **composing**. All activities are incorporated over the course of each unit in every year group and are connected as part of each performance.

These lesson activities are described below:

## **Baseline Quiz (Unit 1 in each year only)**

This theory quiz will give you a snapshot of each individual child's musical knowledge at entry-level into each year. There is also a more summative, general music quiz at the end of each unit and year. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. The questions will include music theory, listening questions and generalised questions about different styles of music. Each question is multiple-choice and allows you to select the correct answer before moving on.

## **Activity 1: Musicianship Options**

### **1a. Understanding Music**

This activity supports students in their understanding of duration, pulse, rhythm and pitch. It is designed to bring everyone together at the beginning of the lesson to learn, embed or revisit the music theory required for the unit and year.

In each lesson, children will be guided through activities within the on-screen resource. These involve specially-designed activity tracks that lead children through musical activities, including finding and moving to the beat, copying back rhythmic patterns, creating simple rhythmic responses, warming up their bodies and voices, copying back melodic patterns, and creating melodic responses on tuned instruments.

### **1b. Improvise Together**

This activity gives children an opportunity to practise improvising together. There isn't an Improvise activity connected to every song, so this can be used as an option. Here, they can practise their ideas together over a backing track. You can take it in turns to play when looping the track.

## Notation - the Language of Music

Formal notation is introduced in Year 3, but the foundations are laid from Year 1.

Just as we can talk and understand words before we read them, we sing, play, improvise and compose before we learn to read music or have an understanding of its language.

We use the word ‘musicianship’ to describe the bringing together of musical practice and its theory (musical understanding - ‘theory’ is the formal name for the approach to understanding the foundations of music). This is **what we have been doing** in our music lessons **and** the **understanding** of what we have been doing in our music lessons.

## Activity 2. Listen and Respond

Every lesson across the scheme involves a **Listen and Respond** activity, where children listen and respond to the weekly song. Through this, they gain an understanding of music’s design and cultural place while learning about and feeling the impact music has on us. Children will discuss the historical and cultural context of the music, which helps to embed learning through listening to one another and sharing ideas. Learning about the **elements of music** is also part of this activity.

### Key Stage 1

The Listen and Respond activity has three on-screen interactive tabs to work through:

#### 1. Listen

This section introduces the music. Let the children listen and form an immediate response to the questions provided. A second listening will enable the class to talk about their answers and form similar or different responses.

#### 2. Respond

The questions in this section begin to draw attention to expressive concepts: dynamics, tempo, texture and articulation. The questions require children to listen with care to the music and identify expressive qualities and how these are being used by composers/performers to communicate intention. It is important to talk to the children about the opportunities they have to use expressive qualities, eg when they sing or play loudly or quietly, or when the steady beat gets faster or slower.

#### 3. Did You Know?

This question provides some further information about the music or its composer, or how the song connects with another subject in the curriculum.

Teachers should encourage the children to listen, move, dance, march and enjoy the music. You can use the on-screen prompts to encourage them to talk about the music, how it makes them



feel and why, and musical concepts such as beat, tempo and dynamics. 'Did You Know?' will enable you to explore the song's musical, cross-curricular, historical or cultural connections with them.

## **Key Stage 2**

The Listen and Respond activity has five on-screen interactive tabs to work through:

### **1. Listen**

Listen to the music together. Remember - this is the first time the children will hear the music. The children can respond during and after this initial listening with movement, if appropriate. Use the on-screen questions as a focus and discuss them together as a class after listening. Perhaps read the questions together before listening. This activity has been designed to explore the children's initial response to the music, how they might move, their feelings and first impressions. As the children get older, this becomes an opportunity to consolidate previous learning, eg is it a style they have heard before? Or is it an unusual time signature?

### **2. Respond**

The children respond musically to what has been heard, focusing on musical concepts appropriate to their age group.

Remember! Each question has its own tile, don't click on the answer until the children have discussed the question. Use the discussion and information from the tiles to learn about the particular features of the style of the song and its structure or design.

### **3. Extended Listening**

The children will have the opportunity to listen to sections of the music more carefully and with greater depth.

### **4. Understand**

This provides an opportunity for a class discussion about why the song was written, and how it connects to its social and cultural context. Use the discussion and information from the tiles to learn about the background of the music/song. The 'Understand' tab always has a key fact that is historical, a key fact that is cultural, and a key fact that is cross-curricular. The 'Understand' tab facts will help the children connect the song with its cultural, historical and social contexts as appropriate to each year.

### **5. Connect**

Children learn the style indicators of the song or music. Looking at the 'Connections: Origins of Musical Styles', an interactive musical timeline, will help children to highlight the connections of the song/music to other styles and place it in time.

## Activity 3. Learn to Sing the Song

Each **Learn to Sing the Song** activity helps you to teach the song that the children have listened to and discussed in the previous activity. The lyrics, notated music and backing track are all provided in the lesson viewer. There are several playback options from which teachers can choose. Children will have the opportunity to practise and rehearse their singing skills and focus on learning to read music from a score while discussing **elements of music** associated with each given song.

Children will have warmed up their voices in 'Understanding Music'.

On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections and encourage your class to have fun!

## Activity 4. Playing Instruments

Occasionally, there will be other activities, or a combination of activities, available to you within a weekly lesson plan. While not affiliated with each song, children will have the opportunity to engage in **playing instruments**, **improvising**, and **composing** throughout each unit. These activities further allow children to directly use and manipulate the **elements of music**. In years 3-6, children will also have access to a composition-based activity, entitled **Music Notepad**.

The **Play Your Instruments with the Song** activity enables children to learn differentiated instrumental parts by ear or from notation. Music theory elements related to this activity will have been introduced in the **Understanding Music** part of the lesson. This activity will allow children to make musical connections and apply their musical learning. Children will have the opportunity to practise and rehearse instrument-playing skills as well as their music-reading skills in this activity.

Differentiated instrumental parts for unit songs, provided under the 'Sheet Music' tab within the lesson viewer, allow the teacher to choose those that correspond with available instruments and also accommodate children of varying abilities. The sheet music and the vast array of parts we provide are all very much optional.

With this 'playing instruments' option, most children will play glockenspiel, recorder, or other common classroom instruments, with some perhaps playing guitar, ukulele or keyboard. It is very much your and the children's choice, and will be dependent on children's ability to play these instruments.

In providing additional instrumental parts for brass, woodwind, strings and more, we wanted to support not only gifted and talented children, but other children who may be proficient in one or more musical instruments. As musicians, it feels right to give a budding young alto saxophonist or keen violinist the chance to play their own instrument in their weekly music lesson, rather than one of the everyday instruments that children who are at an earlier stage in their musical journey might choose to play.

Whichever instruments teachers and children choose to use, there are several differentiated parts for each instrument along with PDF and MusicXML download options.

## Activity 5. Composing and Improvising

Think about the differences between improvising and composing.

An explanation:

*When someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends.*

The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within the correct musical boundaries, children can only succeed.

### Compose with the Song

This activity provides children with the opportunity to experiment with different combinations of rhythm and pitch to create simple melodies within the lesson viewer. A child can experiment with a given number of pitches and note values to compose simple melodies that fit with the backing track for given songs.

### Create a Graphic Score

A graphic score is an exciting and creative way to write a musical composition. Graphic scores can be very artistic and imaginative and can include shapes, squiggles, letters, pictures and in fact, anything you would like! With a graphic score, you can make up your own rules.

The children can create their graphic score(s) as a class, in groups or individually using the 'Create a Graphic Score' resource. They can use the symbols suggested on the screen OR design their own on the worksheet provided.

### **Music Notepad**

The **Music Notepad** activity is available for years 3-6 at the end of each unit, and may be used as a form of assessment to evaluate children's understanding of the music theory concepts introduced within the unit. Using the **Music Notepad** resource, children will create a four or six-bar composition in which they will choose pitches and note values to create a melody. Each child can then share, evaluate and reflect on their creations.

### **Improvise with the Song**

Here, children will improvise with their instruments using a given set of pitches appropriate for the unit and year group. Children can experiment with musical ideas and improvise along with the given song using the backing track within the lesson viewer.

## **Activity 6. Perform the Song**

There are many opportunities for performance. At the end of each weekly lesson and the end of each unit, children are provided with the opportunity to perform a song, or collection of songs, and share any related musical activities. This allows children to showcase what they have learnt within a lesson or unit, by sharing songs they have learned to sing, instruments on which they have learnt to perform, improvising skills and compositions they have created. Performances at the end of a lesson or unit, or for any other sharing purpose, should be organised by the children to include a contextual introduction that connects to learning which has also taken place in each Listen and Respond Activity. Performances at the end of a unit may be used for assessment purposes, as well.

### **End-of-unit Quiz**

This theory quiz summarises all of the musical learning that has taken place in the unit. There is also a more summative, general quiz for the entire year. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. Each question is multiple-choice and allows you to select the correct answer before moving on.

## 5. Supporting Documentation

### Unit and Lesson Documentation

1. A full Lesson Plan, including:
  - The musical features to be learnt
  - A summary of each activity
  - A learning focus for each activity
  - Knowledge and skills for each activityA brief Lesson Plan, including:
  - The lesson structure
  - A learning focus for each activity
2. A Listen and Respond Guide for each lesson
3. A Flexible Lesson Plan

### Unit Documentation

1. Unit Overview
2. A Flexible Unit Summary
3. Assessment documentation, including:
  - Key Learning
  - Knowledge Organisers
  - Music Passports
  - Unit Assessment Grid

### Year Documentation

1. Musical Progression
2. Progression of Knowledge and Skills
3. Progression of Musical Elements
4. Year Assessment Grid

### General Scheme Documentation

- Model Music Curriculum Mapping
- Extension Activities For Composition Years 3-6
- Song Writing in Years 5 and 6
- Vocabulary Years 1-6
- Glossary
- Theory Guide
- Theory Quiz Questions
- Theory Quiz Log
- Listen and Respond Activity Form