

MUSIC Curriculum

Intent:

With these aspirations, our INTENT for the MUSIC curriculum is for pupils to:

Listening and Appraising: developing understanding of musical styles, structures, and key musical concepts through active listening.

Singing – improving vocal technique, pitch accuracy, confidence, and expressive performance.

Playing Instruments – using tuned and untuned classroom instruments with increasing control, fluency and expression.

Improvisation – experimenting with musical ideas using voice and instruments to create spontaneous responses.

Composition – creating structured musical pieces using the inter-related dimensions of music.

Performing – sharing and presenting musical work, both individually and in groups, with attention to accuracy, expression, and audience awareness.

Implementation

Planning

Southway follows Charanga, an Award-Winning Original Scheme which provides a fun, holistic, spiral approach to musical teaching and learning. Each unit follows Charanga's structured sequence of Listen & Appraise, Musical Activities including a Warmup, Singing, Playing, Improvisation, Composition, and Performing, enabling pupils to develop musical skills systematically. Units have been carefully selected to ensure a broad range of musical styles, whilst being engaging for the children to learn. Lessons are sequenced so children hone their appreciation and singing, before moving onto composition in following lessons. This cycle repeats based on the musical genre being taught. Teachers deliver lessons using Charanga's interactive resources, modelled activities, and differentiated pathway options. This ensures consistency of teaching while allowing flexibility to meet the needs of individual classes. Pupils learn to sing with increasing control and expression, play tuned and untuned instruments (including recorders and glockenspiels), and use musical notation appropriate to their stage of learning. Assemblies and enrichment events supplement the music offer at Southway. For example, children continue to develop their singing and instrumental skills through explicit teaching in weekly singing assemblies, school clubs ran by both teachers and external providers (such as guitar and Rocksteady), term to learn instrument teaching (recorder and ukulele) and performance opportunities including the Carol Concert and Young Voices choir.

Recording

Children's performances are filmed on an iPad and any written work (e.g. musical notation) is photographed and uploaded to the school's system, in individual class folders.

Assessment

Music is assessed at the end of each unit and recorded on BromCom which links directly to the objectives used for planning (listening and responding, singing and composing). Teachers use their professional judgement based on oral responses to key questions and end of unit performances. Knowledge retrieval is assessed every session using targeted questioning and discussion.

KS1

Our feeder school use the same Charanga scheme. We have worked together to ensure there is clear progression and units are not repeated (e.g. of a KS1 unit that we do not do needed here). In KS1, children learn how to play the recorder and ukulele. We continue these instruments in KS2, through West Sussex term to learn, to progress on the skills they have begun to develop. A key focus in KS1 is developing children's confidence in becoming musicians with an introduction to key technical vocabulary, which we develop further in KS2. They also focus teaching on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music.

SEND

In the KS2 music curriculum, adaptations are guided by the West Sussex Ordinarily Available Inclusive Practice (OAIP) framework, which promotes inclusive, high-quality teaching accessible to all learners. The Charanga Scheme is designed to be inclusive; however, when needed, teachers make carefully considered adaptations to the Charanga scheme. Where necessary they direct adult support, use quality first teaching and make adaptations to environment and resources. Within the music curriculum, this means providing flexible approaches that allow children to access the learning without experiencing sensory overload. For example, children may benefit from having ear defenders, 'time out' breaks if a lesson is particularly noisy or being offered an alternative space to play instruments. Some children explore the instruments prior to the learning to help prepare them. Modelling, visual cues and word banks and pre-teaching of key vocabulary are also be used. Children have the opportunity to work both independently, with an adult or in small, mixed attainment peer groups/pairs.

Impact

By the end of KS2 children will:

- ✓ Develop musical knowledge and practical skills through a clear, progressive sequence of learning.
- ✓ Gain confidence in singing, playing instruments, composing, and performing.
- ✓ Explore a wide range of musical styles and cultures
- ✓ Have had opportunities to take part in new musical experiences (e.g. singing at the O2 as part of the Young Voices Choir, representing the school by singing in local community events, taking part in musical days/events like Christ's Hospital choral day)
- ✓ Be enthusiastic, creative, and reflective young musicians who are well prepared for further musical study in KS3.
- ✓ Have had the opportunity to learn 2 different instruments, through West Sussex Term to Learn scheme.

MUSIC Curriculum

The Interrelated Dimensions of Music

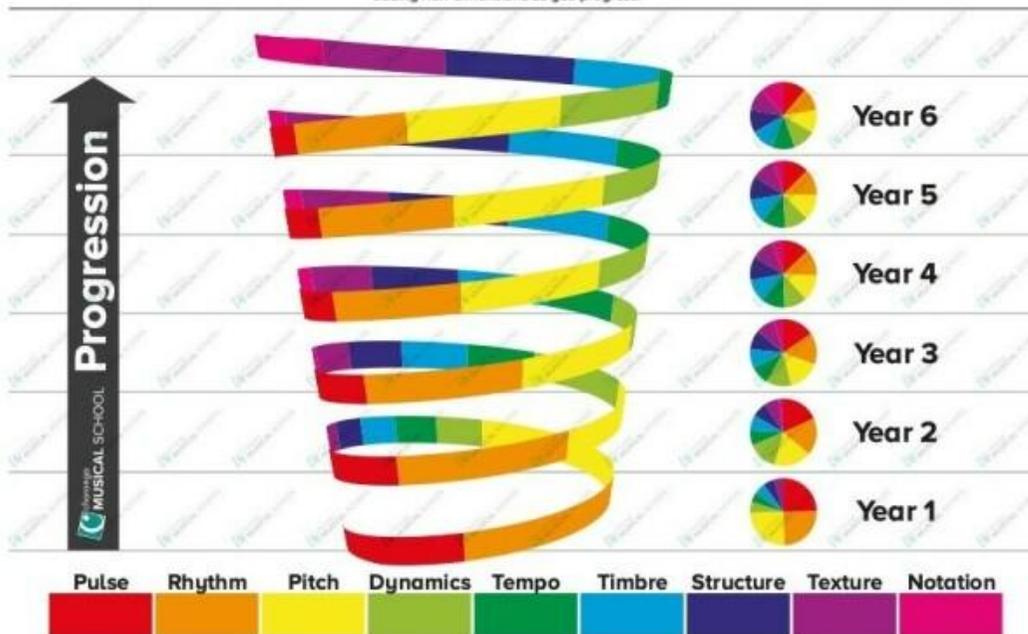
Progression through Charanga Musical School.



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.

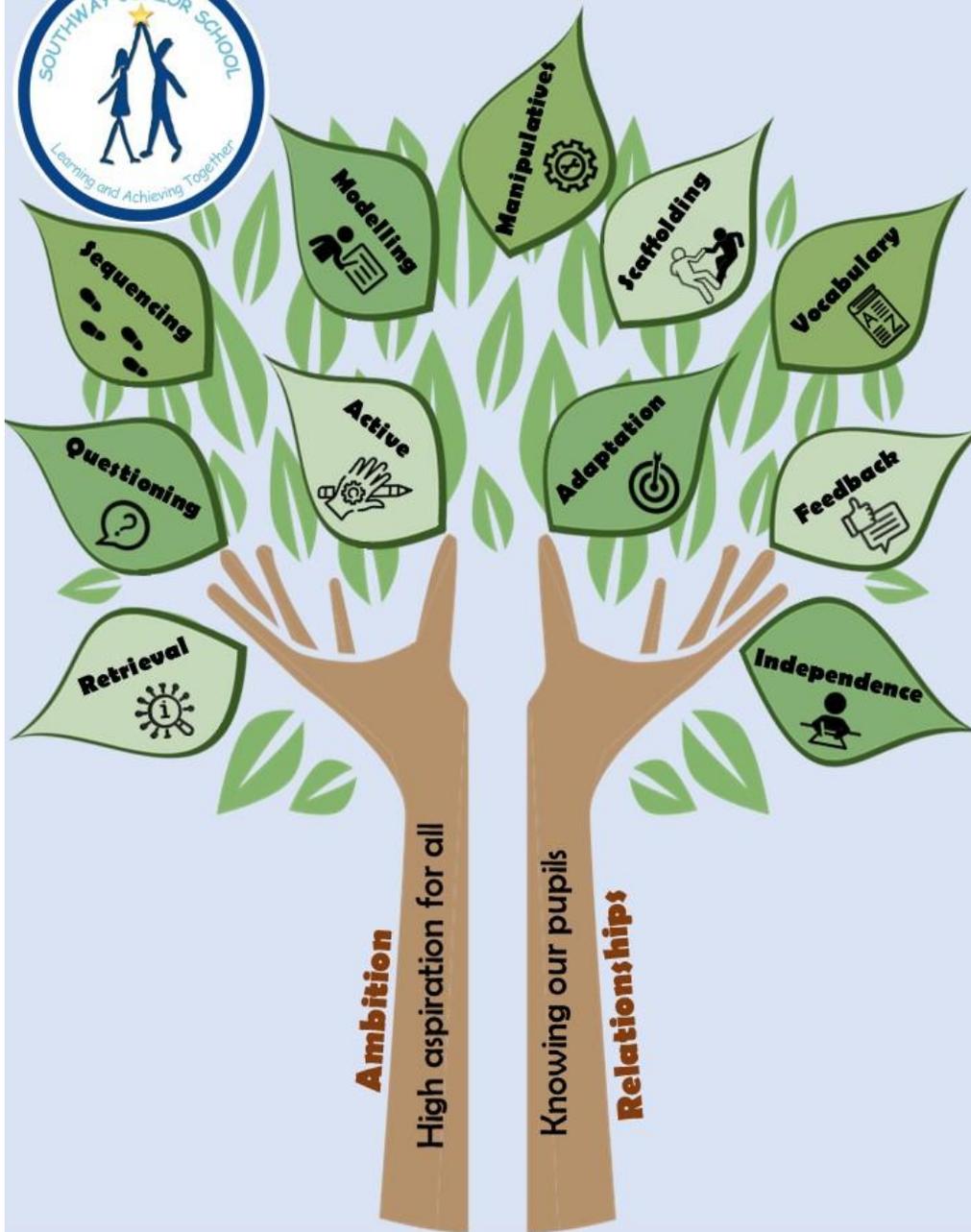


Disciplinary Concepts

- Listening and Appraising
- Singing
- Playing instruments
- Improvising
- Composing
- Notation and recording
- Performing
- Reviewing and evaluating

Substantive Concepts

- Inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, notation)
- Musical elements, genres, styles, and traditions
- Musical forms and structures (patterns, riffs, verse/chorus, etc Instrumental and vocal knowledge)
- Musical forms and structures



Ambition - high aspiration for all...

Relationships - knowing our pupils....

Sequencing Carefully planned, building on prior learning towards endpoints

Retrieval Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

Modelling - Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

Vocabulary - Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

Questioning Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

Small Steps Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

Adaptation Adjusting to meet needs...

Active Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

Hands-on Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts

Scaffolding Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/ graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)

Independence Time given for practice to develop confidence in knowledge and skills

Feedback Giving advice and celebrating success... praise is specific and targeted
Encourage reflection and monitor progress and adapt.



MUSIC curriculum map

| Year group | Autumn | Spring | Summer |
|------------|--|---|---|
| 3 | <u>Writing Down Music (Ch 1 – 4)</u> & <u>WSCC Term-to-Learn (1 class)</u> | <u>Playing in a Band (Ch 1 & 2)</u> & <u>Using Your Imagination (Ch 1 & 2)</u> & <u>WSCC Term-to-Learn (1 class)</u> | <u>Opening Night (Ch 1 – 4)</u> & <u>WSCC Term-to-Learn (1 class)</u> |
| 4 | <u>Musical Structures (Ch 1 & 2)</u> & <u>Exploring Feelings When You Play (Ch 3 & 4)</u> & <u>WSCC Term-to-Learn (1 class)</u> | <u>Exploring Feelings When You Play (Ch 1 & 2)</u> & <u>Composing With Your Friends (Ch 1 & 2)</u> & <u>WSCC Term-to-Learn (1 class)</u> | <u>Feelings Through Music (Ch 1 & 2)</u> & <u>The Show Must Go On (Ch 1 & 2)</u> & <u>WSCC Term-to-Learn (1 class)</u> |
| 5 | <u>Melody and Harmony in Music (Ch 1 – 4)</u> | <u>Sing and Play in Different Styles (Ch 1 – 4)</u> | <u>Composing and Chords (Ch 1 & 2)</u> & <u>Freedom to Improvise (Ch 1 & 2)</u> & <u>Enjoying Musical Styles (Ch 1 & 2)</u> & <u>Battle of the Bands (Ch 1 & 2)</u> |
| 6 | <u>Music and Technology (Ch 1 – 4)</u> | <u>Developing Ensemble Skills (Ch 3 & 4)</u> & <u>Creative Composition (Ch 1 & 2)</u> | <u>Creative Composition (Ch 3 & 4)</u> & <u>Musical Styles Connect Us (Ch 3 & 4)</u> & <u>Improvising with Confidence (Ch 1 – 4)</u> |

Year 3

AUTUMN TERM'S YEAR 3 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|---|
| AUTUMN L1 | AUTUMN 1 – WRITING DOWN MUSIC CH L1 | WALT listen, respond to and sing country music <ul style="list-style-type: none">• Listen to a country music song• Respond to the musical dimensions of a country music song• Sing a country music song |
| AUTUMN L2 | AUTUMN 1 – WRITING DOWN MUSIC CH L2 | WALT play along (and improvise) with country music *(L1+2)* <ul style="list-style-type: none">• Listen and respond to a piece of Baroque music• Play along with a country music song• Improvise with a country music song |
| AUTUMN L3 | AUTUMN 1 – WRITING DOWN MUSIC CH L3 | WALT listen, respond to and sing pop ballads (RECORD) <ul style="list-style-type: none">• Listen to a pop ballad• Respond to the musical dimensions of a pop ballad• Sing a pop ballad |
| AUTUMN L4 | AUTUMN 1 – WRITING DOWN MUSIC CH L4 | WALT play along and compose with pop ballads (RECORD) <ul style="list-style-type: none">• Play along with a pop ballad• Compose with a pop ballad• Perform a pop ballad composition |

SPRING TERM'S YEAR 3 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|---|---|
| SPRING L1 | AUTUMN 2 – PLAYING IN A BAND CH L1 | WALT listen, respond to and sing disco music <ul style="list-style-type: none"> • Listen to a disco song • Respond to the musical dimensions of a disco song • Sing a disco song |
| SPRING L2 | AUTUMN 2 – PLAYING IN A BAND CH L2 | WALT play along (and improvise) with disco music *(L1+2)* <ul style="list-style-type: none"> • Listen and respond to a disco song • Play along with a disco song • Improvise with a disco song |
| SPRING L3 | SPRING 1 – COMPOSE USING YOUR IMAGINATION CH L1 | WALT listen, respond to and sing pop music RECORD <ul style="list-style-type: none"> • Listen to a pop song • Respond to the musical dimensions of a pop song • Sing a pop song |
| SPRING L4 | SPRING 1 – COMPOSE USING YOUR IMAGINATION CH L2 | WALT play along and compose with pop music RECORD <ul style="list-style-type: none"> • Play along with pop music • Compose with a pop song • Perform a pop song composition |

SUMMER TERM'S YEAR 3 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|--|
| SUMMER L1 | SUMMER 2 – OPENING NIGHT CH L1 | WALT listen, respond to and sing gospel music <ul style="list-style-type: none"> • Listen to a gospel music song • Respond to the musical dimensions of a gospel song • Sing a gospel music song |
| SUMMER L2 | SUMMER 2 – OPENING NIGHT CH L2 | WALT play along (and improvise) with gospel music <i>*(L1+2)*</i> <ul style="list-style-type: none"> • Listen and respond to a romantic music • Play along with a gospel song • Improvise with a gospel song |
| SUMMER L3 | SUMMER 2 – OPENING NIGHT CH L3 | WALT listen, respond to and sing pop music <i>(RECORD)</i> <ul style="list-style-type: none"> • Listen to a pop song • Respond to the musical dimensions of a pop song • Sing a pop song |
| SUMMER L4 | SUMMER 2 – OPENING NIGHT CH L4 | WALT play along and compose with pop music <i>(RECORD)</i> <ul style="list-style-type: none"> • Play along with pop music • Compose a pop song • Perform a pop song composition |

Year 4

AUTUMN TERM'S YEAR 4 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|---|
| AUTUMN L1 | AUTUMN 1 – MUSICAL STRUCTURES CH L1 | WALT listen, respond to and sing orchestral pop music <ul style="list-style-type: none">• Listen to an orchestral pop song• Respond to the musical dimensions of an orchestral pop song• Sing an orchestral pop song |
| AUTUMN L2 | AUTUMN 1 – MUSICAL STRUCTURES CH L2 | WALT play along with orchestral pop music <ul style="list-style-type: none">• Listen and respond to a reggae song• Play along with an orchestral pop song |
| AUTUMN L3 | AUTUMN 2 – EXPLORING FEELINGS WHEN YOU PLAY CH L3 | WALT listen, respond to and sing folk music (RECORD) <ul style="list-style-type: none">• Listen to a folk song• Respond to the musical dimensions of a folk song• Sing a folk song |
| AUTUMN L4 | AUTUMN 2 – EXPLORING FEELINGS WHEN YOU PLAY CH L4 | WALT play along and compose with folk music (RECORD) <ul style="list-style-type: none">• Play along with a folk song• Compose with a folk song• Perform a folk song composition |

SPRING TERM'S YEAR 4 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|--|
| SPRING L1 | AUTUMN 2 – EXPLORING FEELINGS WHEN YOU PLAY CH L1 | WALT listen, respond to and sing K-pop music <ul style="list-style-type: none"> • Listen to a K-pop song • Respond to the musical dimensions of a K-pop song • Sing a K-pop song |
| SPRING L2 | AUTUMN 2 – EXPLORING FEELINGS WHEN YOU PLAY CH L2 | WALT play along (and improvise) with K-pop music *(L1+2)* <ul style="list-style-type: none"> • Listen and respond to a pop song. • Play along with a K-pop song • Improvise with a K-pop song |
| SPRING L3 | SPRING 1 – COMPOSE WITH YOUR FRIENDS CH L1 | WALT listen, respond to and sing disco music (RECORD) <ul style="list-style-type: none"> • Listen to a disco song • Respond to the musical dimensions of a disco song • Sing a disco song |
| SPRING L4 | SPRING 1 – COMPOSE WITH YOUR FRIENDS CH L2 | WALT play along and compose with disco music (RECORD) <ul style="list-style-type: none"> • Play along with a disco song • Compose with a disco song • Perform a disco composition |

SUMMER TERM'S YEAR 4 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|--|
| SUMMER L1 | SPRING 2 – FEELINGS THROUGH MUSIC CH L1 | WALT listen, respond to and sing R&B <ul style="list-style-type: none"> • Listen to an R&B song • Respond to the musical dimensions of an R&B song • Sing an R&B song |
| SUMMER L2 | SPRING 2 – FEELINGS THROUGH MUSIC CH L2 | WALT play along (and improvise) with R&B *(L1+2)* <ul style="list-style-type: none"> • Listen and respond to a piece of classical music • Play along with an R&B song • Improvise with an R&B song |
| SUMMER L3 | SUMMER 2 – THE SHOW MUST GO ON CH L1 | WALT listen, respond to and sing EDM (RECORD) <ul style="list-style-type: none"> • Listen to an EDM song • Respond to the musical dimensions EDM • Sing an EDM song |
| SUMMER L4 | SUMMER 2 – THE SHOW MUST GO ON CH L2 | WALT play along and compose with EDM (RECORD) <ul style="list-style-type: none"> • Play along with EDM • Compose with EDM • Perform an EDM composition |

Year 5

AUTUMN TERM'S YEAR 5 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|---|---|
| AUTUMN L1 | AUTUMN 1 – MELODY AND HARMONY IN MUSIC CH L1 | WALT listen, respond to and sing C20th/21st orchestral music <ul style="list-style-type: none"> • Listen to a of 20th / 21st century orchestral song • Respond to the musical dimensions of 20th / 21st century orchestral song • Sing a 20th/21st century orchestral song |
| AUTUMN L2 | AUTUMN 1 – MELODY AND HARMONY IN MUSIC CH L2 | WALT play along (and improvise) with C20th/21st orchestral music *(L1+2)* <ul style="list-style-type: none"> • Listen and respond to a piece of 20th / 21st century orchestral music • Play along with a 20th / 21st century orchestral song • Improvise with a 20th / 21st century orchestral song |
| AUTUMN L3 | AUTUMN 1 – MELODY AND HARMONY IN MUSIC CH L3 | ALT listen, respond to and sing C20th/21st orchestral music (RECORD) <ul style="list-style-type: none"> • Listen to a 20th / 21st century orchestral song • Respond to the musical dimensions of a 20th / 21st century orchestral song • Sing a 20th / 21st century orchestral music song |
| AUTUMN L4 | AUTUMN 1 – MELODY AND HARMONY IN MUSIC CH L4 | WALT play along and compose with C20th/21st orchestral music (RECORD) <ul style="list-style-type: none"> • Play along with 20th / 21st century orchestral music • Compose with 20th/21st century orchestral music • Perform 20th / 21st century orchestral music |

SPRING TERM'S YEAR 5 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|---|--|
| SPRING L1 | AUTUMN 2 – SING AND PLAY IN DIFFERENT STYLES CH L3 | WALT listen, respond to and sing C 20th/21st orchestral music <ul style="list-style-type: none"> • Listen to a piece of 20th / 21st century orchestral music • Respond to the musical dimensions of 20th / 21st century orchestral song • Sing a 20th / 21st century orchestral music song |
| SPRING L2 | AUTUMN 2 – SING AND PLAY IN DIFFERENT STYLES CH L4 | WALT play along with C 20th/21st orchestral music <ul style="list-style-type: none"> • Listen to a rock 'n' roll song • Respond to a rock 'n' roll song • Play along with a 20th / 21st century orchestral music song |
| SPRING L3 | AUTUMN 2 – SING AND PLAY IN DIFFERENT STYLES CH L1 | WALT listen, respond to and sing pop music <u>(RECORD)</u> <ul style="list-style-type: none"> • Listen to a pop song • Respond to the musical dimensions of a pop song • Sing a pop song |
| SPRING L4 | AUTUMN 2 – SING AND PLAY IN DIFFERENT STYLES CH L2 | WALT play along and compose with pop music <u>(RECORD)</u> <ul style="list-style-type: none"> • Play along with a pop song • Compose with a pop song • Perform a pop song |

SUMMER TERM'S YEAR 5 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|--|
| SUMMER L1 | SPRING 1 – COMPSING AND CHORDS CH L1 | WALT listen, respond to and sing South African pop music <ul style="list-style-type: none"> • Listen to a South African pop song • Respond to the musical dimensions of South African pop song • Sing a South African pop song |
| SUMMER L2 | SPRING 1 – COMPOSING AND CHORDS CH L2 | WALT play along (and improvise) with a South African pop music *(L1+2) <ul style="list-style-type: none"> • Listen and respond to piece of jazz music • Play along with a South African pop song • Improvise with a South African pop music song |
| SUMMER L3 | SUMMER 1 – FREEDOM TO IMPROVISE CH L1 | WALT listen, respond to and sing K-pop music (RECORD) <ul style="list-style-type: none"> • Listen to a K-pop song • Respond to the musical dimensions of a K-pop song • Sing a K-pop song • Sing an EDM song |
| SUMMER L4 | SUMMER 1 – FREEDOM TO IMPROVISE CH L2 | WALT play along and compose with K-pop music (RECORD) <ul style="list-style-type: none"> • Play along with a K-pop song • Compose with a K-pop song • Perform a K-pop song |

SUMMER TERM'S YEAR 5 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--------------------------------------|---|
| SUMMER L1 | ENJOYING MUSICAL STYLES CH L1 | WALT listen, respond to and sing reggae music <ul style="list-style-type: none"> • Listen to a reggae song • Respond to the musical dimensions of a reggae song • Sing a reggae song |
| SUMMER L2 | ENJOYING MUSICAL STYLES CH L2 | WALT play along (and improvise) with reggae music *(L1+2)* <ul style="list-style-type: none"> • Listen and respond to a piece of 20th / 21st century orchestral music • Play long with a reggae song • Improvise with a reggae song |
| SUMMER L3 | BATTLE OF THE BANDS CH L1 | WALT listen, respond to and sing pop music (RECORD) <ul style="list-style-type: none"> • Listen to a pop song • Respond to the musical dimensions of a pop song • Sing a pop song |
| SUMMER L4 | BATTLE OF THE BANDS CH L2 | WALT play along and compose with a pop song (RECORD) <ul style="list-style-type: none"> • Play along with a pop song • Compose with a pop song • Perform a pop song |

Year 6

AUTUMN TERM'S YEAR 6 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|---|
| AUTUMN L1 | AUTUMN 1 – MUSIC AND TECHNOLOGY CH L1 | WALT listen, respond to and sing soul music <ul style="list-style-type: none">• Listen to a soul song• Respond to the musical dimensions of a soul song• Sing a soul song |
| AUTUMN L2 | AUTUMN 1 – MUSIC AND TECHNOLOGY CH L2 | WALT play along (and improvise) with soul music *(L1+2)* <ul style="list-style-type: none">• Listen and respond to C20/21st century orchestral music• Play along with a soul song• Improvise with a soul song |
| AUTUMN L3 | AUTUMN 1 – MUSIC AND TECHNOLOGY CH L3 | WALT listen, respond to pop music (RECORD) <ul style="list-style-type: none">• Listen to a pop song• Respond to the musical dimensions of a pop song• Sing a pop song |
| AUTUMN L4 | AUTUMN 1 – MUSIC AND TECHNOLOGY CH L4 | WALT play along and compose with pop music (RECORD) <ul style="list-style-type: none">• Play along with a pop song• Compose with a pop song• Perform a pop song |

SPRING TERM'S YEAR 6 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|--|--|
| SPRING L1 | AUTUMN 2 – DEVELOPING ENSEMBLE SKILLS CH L3 | WALT listen, respond to and swing jazz music <ul style="list-style-type: none"> • Listen to a swing jazz song • Respond to the musical dimensions of a wing jazz song • Sing a swing jazz song |
| SPRING L2 | AUTUMN 2 – DEVELOPING ENSEMBLE SKILLS CH L4 | WALT play along (and improvise) with disco music *(L1+2)* <ul style="list-style-type: none"> • Listen to C20/21st orchestral music • Play along with a swing jazz song • Improvise with a swing song |
| SPRING L3 | SPRING 1 – CREATIVE COMPOSITION CH L1 | WALT listen, respond to and sing disco music (RECORD) <ul style="list-style-type: none"> • Listen to a disco song • Respond to the musical dimensions of a disco song • Sing a disco song |
| SPRING L4 | SPRING 1 – CREATIVE COMPOSITION CH L2 | WALT play along and compose with a disco song (RECORD) <ul style="list-style-type: none"> • Play along with a disco song • Compose with a disco song • Perform a disco song |

SUMMER TERM'S YEAR 6 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|---|--|
| SUMMER L1 | SPRING 1 – CREATIVE COMPOSITION CH L3 | WALT listen, respond to and sing rock 'n' roll music <ul style="list-style-type: none"> • Listen to a rock 'n' roll song • Respond to the musical dimensions of a rock 'n' roll song • Sing a rock 'n' roll song |
| SUMMER L2 | SPRING 1 – CREATIVE COMPOSITION CH L4 | WALT play along (and improvise) with rock music *(L3+4)* <ul style="list-style-type: none"> • Listen and respond to African pop music • Play along with rock 'n' roll music • Improvise with rock 'n' roll music |
| SUMMER L3 | SPRING 2 – MUSICAL STYLES CONNECT US CH L3 | WALT listen, respond to and sing folk music (RECORD) <ul style="list-style-type: none"> • Listen to a folk song • Respond to the musical dimensions of a folk song • Sing a folk song |
| SUMMER L4 | SPRING 2 – MUSICAL STYLES CONNECT US CH L4 | WALT play along with and perform folk music (RECORD) <ul style="list-style-type: none"> • Play along with a folk song • Compose with a folk song • Perform a piece of folk music |

SUMMER TERM'S YEAR 6 MUSIC

| SOUTHWAY LESSON | CHARANGA LINK | WALT / SUCCESS / OUTCOME(s) / INFO |
|-----------------|---|---|
| SUMMER L1 | SUMMER 1 – IMPROVISING WITH CONFIDENCE CH L3 | WALT listen, respond to and sing gospel music <ul style="list-style-type: none"> • Listen to a gospel song • Respond to the musical dimensions of a gospel song • Sing a gospel song |
| SUMMER L2 | SUMMER 1 – IMPROVISING WITH CONFIDENCE | WALT play along (and improvise) with gospel music *(L3+4)* <ul style="list-style-type: none"> • Listen and respond to a rhythm and blues song • Improvise and play along with a gospel song • Perform a gospel song |

| | | |
|-----------|---|---|
| | CH L4 | |
| SUMMER L3 | SUMMER 1 – IMPROVISING WITH CONFIDENCE CH L1 | WALT listen, respond to and sing hip-hop music (RECORD) <ul style="list-style-type: none"> • Listen to a hip-hop song • Respond to the musical dimensions of a hip-hop song • Sing a hip-hop song |
| SUMMER L4 | SUMMER 1 – IMPROVISING WITH CONFIDENCE CH L2 | WALT play along with hip-hop music (RECORD) <ul style="list-style-type: none"> • Play along with a hip-hop song • Compose with a hip-hop song • Perform a hip-hop song |