

Music development plan summary: Charles Saer Community Primary School

Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Christine Hembrow
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Lancashire Music Hub
Name of other music education organisation(s) (if partnership in place)	Lancashire Music Service

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

At Charles Saer Community Primary School music will be taught as part of the curriculum covered in each Key Stage as well as Early Years. The school will provide music lessons delivered both in class and via an external music teacher delivering a program of musical study as outlined by the Lancashire Music Service. Lessons taught by class teachers will be delivered using the Charanga Model Music Curriculum scheme.

Music is taught in each Key Stage throughout the school as follows:

Nursery - Opportunities for early musical learning are provided through continuous provision within the child led approach to the curriculum, opportunities for performance, exploring instruments and sounds and listening to music are all part of the subject delivery.

Reception - Opportunities for early musical learning are provided through continuous provision within the child led approach to the curriculum as above. Children are encouraged to explore and interpret sounds through their play. Children are taught charanga units (including those from the new Creative Music Scheme) as well as factoring in opportunities for visits and performances such as national strategies like Nursery Rhymes week. At the end of the school year the reception class children are invited to participate in our whole school performance as a celebration of music, a

concert which is performed in front of an audience of families and carers to showcase our learning throughout the year.



Music - Whole School Overview



EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Nursery Rhymes Explores and learns how sounds and movements can be changed</p> <p>Singing Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Begins to build a collection of songs. (R6)</p> <p>Listening Encourage children to notice changes in movement and sound, e.g. louder, quieter, smaller, bigger. Talk about what is happening, helping them to think about cause and effect. (R5)</p> <p>Share with children other artists' work that connects with their ideas, interests and experiences. (R5)</p> <p>Support children's talk by sharing terms used by musicians (R5)</p> <p>Introduce children to a wide range of music. (R5)</p>	<p>World Nursery Rhymes Week Performance</p> <p>Performance Offer children opportunities to use their skills and explore concepts and ideas through their representations. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (R6)</p> <p>Creates sounds, movements, drawings to accompany stories (R6)</p> <p>Singing Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Begins to build a collection of songs. (R6)</p>	<p>Charanga - Introducing instruments (Unit 1)</p> <p>Composing Taps out simple repeated rhythms. (R5)</p> <p>Develops an understanding of how to create and use sounds intentionally. (R5)</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening (R6)</p> <p>Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum. (R5)</p>	<p>Charanga - Creative Music Scheme Wellbeing Matters</p> <p>Listening Encourage children to notice changes in movement and sound, e.g. louder, quieter, smaller, bigger. Talk about what is happening, helping them to think about cause and effect. (R5)</p> <p>Share with children other artists' work that connects with their ideas, interests and experiences. (R5)</p> <p>Support children's talk by sharing terms used by musicians (R5)</p> <p>Introduce children to a wide range of music. (R5)</p> <p>Singing Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Begins to build a collection of songs. (R6)</p>	<p>Charanga - Creative Music Scheme Number Time</p> <p>Singing Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Begins to build a collection of songs. (R6)</p> <p>Composing Taps out simple repeated rhythms. (R5)</p> <p>Develops an understanding of how to create and use sounds intentionally. (R5)</p> <p>Singing Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Begins to build a collection of songs. (R6)</p>	<p>End of year performance</p> <p>Listening - Respond to what they have heard, expressing their thoughts and feelings. (3&4)</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses. (Rec)</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)</p> <p>Performance Offer children opportunities to use their skills and explore concepts and ideas through their representations. (R5)</p> <p>Sings to self and makes up simple songs (R5)</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. (R6)</p> <p>Creates sounds, movements, drawings to accompany stories (R6)</p>

Singing Listening Performance Composing

KS1 – Children in Key Stage 1 are taught predominantly charanga MMC units throughout the year along with opportunities for performance. The introduction of a BBC Ten Pieces unit this year has created a broader opportunity to dig deeper and fully understand a particular composer. Throughout a unit teaching ensures that the base knowledge and key strands and language associated with the interrelated dimensions for music is being embedded across the year. Children are timetabled to receive an hour of music teaching per week in each class. They are given opportunities for live performance through our annual Christmas show, which involves singing as a group and individually. At the end of the school year the children are invited to participate in our whole school performance as a celebration of music, a concert which is performed in front of an audience of families and carers to showcase our learning throughout the year. Children attend our weekly singing assemblies which involve whole school engagement and ensemble singing of new pieces which we learn together.



Music - Whole School Overview



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Charanga MMC - My Musical Heartbeat</p> <p>Singing - Use their voice expressively and creatively</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS (Inter-related dimensions of music) - Pitch, pulse and rhythm, tempo</p>	<p>Music for Christmas Production</p> <p>Performance - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>Singing - Use their voice expressively and creatively</p> <p>FOCUS (Inter-related dimensions of music) - Pitch, pulse and rhythm, tempo</p>	<p>BBC Ten Pieces - No Place Like by Kerry Andrews</p> <p>Listening - To listen with concentration and recall sounds within increasing aural memory</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>Singing - Use their voice expressively and creatively</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>https://www.bbc.co.uk/teach/ten-pieces/articles/z7k4f4j</p>	<p>Charanga MMC - Exploring Sounds</p> <p>Singing - Use their voice expressively and creatively</p> <p>- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To listen with concentration and recall sounds within increasing aural memory</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - (Inter-related dimensions of music) - Pitch, pulse and rhythm, tempo</p>	<p>Charanga MMC - Having Fun with Improvisation</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To know how music is used for a particular purpose</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>- To understand that sounds can be made in different ways and describe using different given and invented signs and symbols.</p> <p>- Create musical patterns</p> <p>FOCUS - Play together, hear each other, experiment</p>	<p>Charanga Freestyle - RSNO - Yoyo and the Little Auk</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Performance - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>- Use their voice expressively and creatively</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>

Singing Listening Performance Composing



Music - Whole School Overview



Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Charanga MMC - Pulse Rhythm and Pitch</p> <p>Singing - Use their voice expressively and creatively</p> <p>- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>- To listen with concentration and recall sounds within increasing aural memory</p> <p>FOCUS - how pulse rhythm and pitch work together</p>	<p>Music for Christmas Production</p> <p>Performance - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>Singing - Use their voice expressively and creatively</p> <p>FOCUS - how we can change our rhythm and pitch to create new sounds and work together</p>	<p>Charanga MMC - Playing in An Orchestra</p> <p>Performance - Play tuned and untuned instruments</p> <p>- To make improvements to my own work</p> <p>Singing - Rehearse and perform with others</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>- To understand that sounds can be made in different ways and describe using different given and invented signs and symbols.</p> <p>- Create musical patterns</p> <p>FOCUS - expression and understanding, application of musical language</p>	<p>BBC Ten Pieces - 'Mars' from 'The Planets' by Gustav Holst</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>- To listen with concentration and recall sounds within increasing aural memory</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>- To understand that sounds can be made in different ways and describe using different given and invented signs and symbols.</p> <p>- Create musical patterns</p>	<p>Charanga MMC - Inventing a Musical Story</p> <p>Performance - Play tuned and untuned instruments</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>- To understand that sounds can be made in different ways and describe using different given and invented signs and symbols.</p> <p>- Create musical patterns</p> <p>(Rock - FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga MMC - Exploring Improvisation</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To know how music is used for a particular purpose</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>- Create musical patterns</p> <p>FOCUS - Play together, hear each other, experiment</p>

LKS2 – Children in Lower Key Stage 2 are taught a mixture of Charanga MMC units and BBC Ten Pieces as well as providing performance opportunities throughout the year. This allows for development of a broad range of musical skills and allows for pupils to learn outside of the scope of the Charanga Scheme of work. We also offer Whole Class Instrumental Tuition for Ukulele via Lancashire Music Service. Each class is given one term's worth of tuition with a trained brass tutor. Children are timetabled to receive an hour of music teaching per week in each class. The children in this phase are offered additional small group violin tuition (paid for by families), this is taught once a week to students who have chosen to sign up. Pupils in this phase are also offered the opportunity to join extra-curricular music groups such as the school choir. Opportunities for live performance include our annual Christmas show, which involves each class working on a group performance. At the end of the school year the children are invited to participate in our whole school performance as a celebration of music, a concert which is performed in front of an audience of families and carers to showcase our learning throughout the year.



Music - Whole School Overview



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 (Autumn 1 & 2 Ukulele)	<p>Charanga MMC - Writing Music Down</p> <p>Singing - Sing songs in unison, solo and two parts</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listening and comparing using musical language with appreciation of genre, similarities and differences</p>	<p>Charanga MMC - Playing in a Band</p> <p>Singing - Sing songs in unison, solo and two parts</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>- Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>Composing - Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Exploring and developing playing skills using improvisation and composition</p>	<p>Charanga MMC - Compose Using Your Imagination</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>BBC Ten Pieces Johann Sebastian - Bach-Toccata and Fugue</p> <p>Listening - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Performance - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>Charanga MMC - Enjoying Improvisation</p> <p>Performance - Play tuned and untuned instruments</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p>Composing - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga Freestyle - RSNO - Once Upon a Tune</p> <p>Performance - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Singing - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>- Sing songs in unison, solo and two parts</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>

Singing Listening Performance Composing



Year 3/4 & Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 (Spring 1&2 Ukulele)	<p>Charanga MMC - Musical Structures</p> <p>Singing</p> <ul style="list-style-type: none"> - Sing songs in unison, solo and two parts <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds - Analyse and compare sounds <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures <p>FOCUS - Listening and comparing using musical language with appreciation of genre, similarities and differences</p>	<p>Charanga Freestyle Song and Video Projects</p> <ul style="list-style-type: none"> - Be Safe Online <p>Performance</p> <ul style="list-style-type: none"> - To play tuned and untuned instruments with control and accuracy - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. <p>FOCUS - Working to sing in unison and parts</p>	<p>Charanga MMC - Exploring Feelings when you Play</p> <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. <p>FOCUS - Listen, compose and perform using musical ideas with musical structures</p>	<p>BBC Ten Pieces</p> <p>Modest Mussorgsky - A night on Bare Mountain</p> <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>Performance</p> <ul style="list-style-type: none"> - To understand how time and place can influence the way music is created - Analyse and compare sounds <p>Composing</p> <ul style="list-style-type: none"> - Explore and explain ideas and feelings about music using movement, dance and expressive musical language <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>Charanga MMC - Compose with your friends</p> <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>Performance</p> <ul style="list-style-type: none"> - Play tuned and untuned instruments - To make improvements to my own work <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>FOCUS - Listen, compose and perform using similar styles in the genre</p> <p>(FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga MMC - Expression and Improvisation</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures <p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>
	Singing	Listening	Performance	Composing		

UKS2 – Children in Upper Key Stage 2 are taught a mixture of Charanga MMC along with Charanga projects and BBC Ten Pieces. Again, this provides a broad range of musical skills and allows for them to learn outside the scope of the Charanga Scheme of work. Children are timetabled to receive an hour of music teaching per week in each class. The children in this phase are offered small group violin tuition (paid for by families), this is taught once a week to students who have chosen to sign up. Children in this phase are also given the chance to be a part of one of the largest choirs in the country, school signs up to the Young Voices event which takes place annually in Manchester. Children who opt to participate in this extra curricular club are given tuition on each song and are taken to Manchester to perform in the event. This provides the chance to experience live music, but also to engage in a performance alongside thousands of others. Pupils in year 5 and 6 are also offered the opportunity to join extra-curricular music groups such as the school choir. Children are given opportunities for live performance through our Christmas Cantata, our annual summer show, which involves singing as a group and individually. At the end of the school year the children are invited to participate in our whole school performance as a celebration of music, a concert which is performed in front of an audience of families and carers to showcase our learning throughout the year.



Music - Whole School Overview



Year 5/6 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	<p>Charanga MMC - Melody and Harmony in Music</p> <p>Performance</p> <ul style="list-style-type: none"> - To play tuned and untuned instruments with control and accuracy - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>Listening</p> <ul style="list-style-type: none"> - To understand how time and place can influence the way music is created <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>FOCUS - Exploring musical notation, rhythm and pitch</p>	<p>Charanga (Song and Video Projects)</p> <ul style="list-style-type: none"> - Climate Change the Time is Now <p>Performance</p> <ul style="list-style-type: none"> - To play tuned and untuned instruments with control and accuracy - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Recognition of musical genre and impact</p>	<p>Charanga MMC - Composing and Chords</p> <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Sing songs in unison, solo and two parts</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Understand the structure of a song</p>	<p>Charanga MMC - Improvising with Confidence</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Improvise and explore vocals</p>	<p>BBC Ten Pieces</p> <p>Edvard Grieg - In the hall of the mountain king</p> <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>- To understand how time and place can influence the way music is created</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>- Sing songs in unison, solo and two parts</p> <p>FOCUS - Performance in Summer Show along with performance of a chosen piece for our celebration of music.</p>	<p>Music for Summer Performance</p> <p>Performance drawing all skills together</p> <p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>- Sing songs in unison, solo and two parts</p> <p>FOCUS - Performance in Summer Show along with performance of a chosen piece for our celebration of music.</p>



Music - Whole School Overview



Year 5/6 Cycle B						
	Years 5/6	Charanga MMC - Music and Technology	Charanga Yu Studio Unit - Grime	Charanga MMC - Creative Composition	Charanga MMC - Enjoying Musical Styles	BBC Ten Pieces
	<p>Charanga MMC - Music and Technology</p> <p>Performance</p> <ul style="list-style-type: none"> - To play tuned and untuned instruments with control and accuracy - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>Listening</p> <ul style="list-style-type: none"> - To understand how time and place can influence the way music is created <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>FOCUS - understanding musical structures and the structure of a song</p>	<p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Listening</p> <ul style="list-style-type: none"> - Analyse and compare sounds <p>- Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Exploring musical expression, structure and beats</p>	<p>Singing</p> <ul style="list-style-type: none"> - Sing songs in unison, solo and two parts <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>- Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Exploring pitch, rhythm, tempo and their influence on how music feels</p>	<p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>- Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Improvise and explore vocals</p>	<p>Richard Wagner - 'Ride of the Valkyries' from 'Die Walküre'</p> <p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds <p>- To understand how time and place can influence the way music is created</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>FOCUS - Listen, compose and perform appreciating historical pieces</p>	<p>Charanga MMC - Farewell Tour (Optional - some nice tracks for end of year assembly)</p> <p>Summer Performance</p> <p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>- Sing songs in unison, solo and two parts</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music</p>

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

In Key Stage 2

- Children are offered opportunities to learn violin via small group tuition, this takes place each week, lessons last for 30 – 45 minutes. Children who wish to take violin lessons are not auditioned and can start as complete beginners. Families are charged for this service. Instruments are provided as part of the lessons (alternative payment arrangements may be provided for children in receipt of pupil premium funding).
- Children who are interested in joining the school choir are offered the chance to audition twice a year. The choir rehearses each week for 45 minutes after school, with additional rehearsals as needed when performances are scheduled for key events.
- Children can attend a dance club which is delivered as part of our extra-curricular activities. The children work towards a performance for the annual dance show which takes place at the Winter Gardens Theatre in Blackpool.
- Children in year 5 and 6 are offered the opportunity to attend the young voices event which takes place in Manchester. There are no auditions for this and children are encouraged to come along and celebrate music regardless of their experience. The entry fee for the event is paid for by the school, the additional fee for the show is paid for by families of the children who wish to attend. School provides all rehearsal space and transport for this trip. Rehearsals take place during 45 minute sessions each week throughout Autumn term and Spring 1.
- Children attend our weekly singing assemblies which involve whole school engagement and ensemble singing of new pieces which we learn together.
- In addition to this, special performing arts clubs may be run to facilitate school representation at various community events, such as the Fleetwood rotary celebration concert or the Fleetwood Christmas lights switch on.

Part C: Musical experiences

In Early Years

- Children perform songs as part of their Christmas Nativity, a performance in which families are invited to attend.
- Children perform nursery rhymes as part of Nursery Rhyme Week, families are invited to attend, children learn and perform nursery rhymes and actions which they have learnt.

- Children perform for an audience as part of our celebration of music concert each summer.

In Key Stage 1

- Children perform as part of the school Christmas concert, a performance which families are invited to attend, children perform a variety of songs in ensemble (can include solo parts).
- Children are invited to audition for and take part in our school talent show in the summer term.
- Children perform as part of our whole school celebration of music during our summer term. The children perform in front of parents and carers as part of this ticketed event (used to raise funding for music provision in the following year).
- Children attend a pantomime which is performed by a commercial theatre group (M&M Productions) within our school hall. This includes solo and group performances by adults and some audience participation from the children. It allows the children to experience live theatre. This event is paid for by the school and no charge is passed on to families.

In Key Stage 2

- Children perform as part of the school Christmas carol concert, a performance which families are invited to attend, children perform a variety of traditional Christmas carols as part of a candlelight service in the school hall.
- The school performs in local community events such as the Fleetwood lights switch on. Each year the school takes part in a Celebration of Music event at Blackpool's Winter Gardens Theatre.
- Children are invited to audition for and take part in our school talent show in the summer term.
- Children perform as part of the end of year show. Children sing a variety of songs in ensemble, small group and solo performances. This even is attended by families of children from upper key stage 2.
- Children perform as part of our whole school celebration of music during our summer term. The children perform in front of parents and carers as part of this ticketed event (used to raise funding for music provision in the following year).
- Children attend a pantomime which is performed by a commercial theatre group (M&M Productions) within our school hall. This includes solo and group performances by adults and some audience participation from the children. It allows the children to experience live theatre. This event is paid for by the school and no charge is passed on to families.

In the future

In subsequent years the school would like to offer the following provision and experiences as part of its broader musical curriculum:

- Reinstatement of hand bells club to perform as part of the Christmas celebrations.
- The school music lead will be taking opportunities to attend local high school performances with children from the setting in order to develop a broader spectrum of live musical experiences.

Further information (optional)

Parents and carers are kept up to date with any external events which are provided by a variety of music hubs across Lancashire via our parent connect app.