

## IMPLEMENTATION:

The Charanga Musical School Scheme provides St John's teachers with week-by-week lesson support for each year group in the school. Teachers deliver a one hour lesson very two weeks. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The Scheme supports all the requirements of the National Curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.

Repeating a musical skill doesn't necessarily mean progress is slowing down or development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new. The scheme highlights differentiated and deeper learning for each child that constantly builds through each step/lesson, unit and year.

As our children move through the year groups, and progress, the learning widens.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

All activities are based around a song.

Singing is at the heart of all of the musical learning.

Games embed the Interrelated Dimensions of Music through repetition.

The playing of instruments with the song to be learnt, is also to be encouraged – this includes tuned/un-tuned classroom percussion, and the option to play any band instrument.

A sound-before-symbol approach is used but scores are provided as an understanding of notation is ultimately introduced to the children.

Improvising with the song using voices and instruments occurs in some Units of Work.

Composing with the song using instruments occurs in some Units of Work

Instrumental work, and musical progression throughout the school, is differentiated; allowing children to move through the relevant parts as they need to.

An integrated, aspirational approach to musical learning means that the whole musical experience is important, children are learning music through these activities. Children also have the opportunity to perform, and share, what has taken place during the lesson and work towards performing to an audience.