



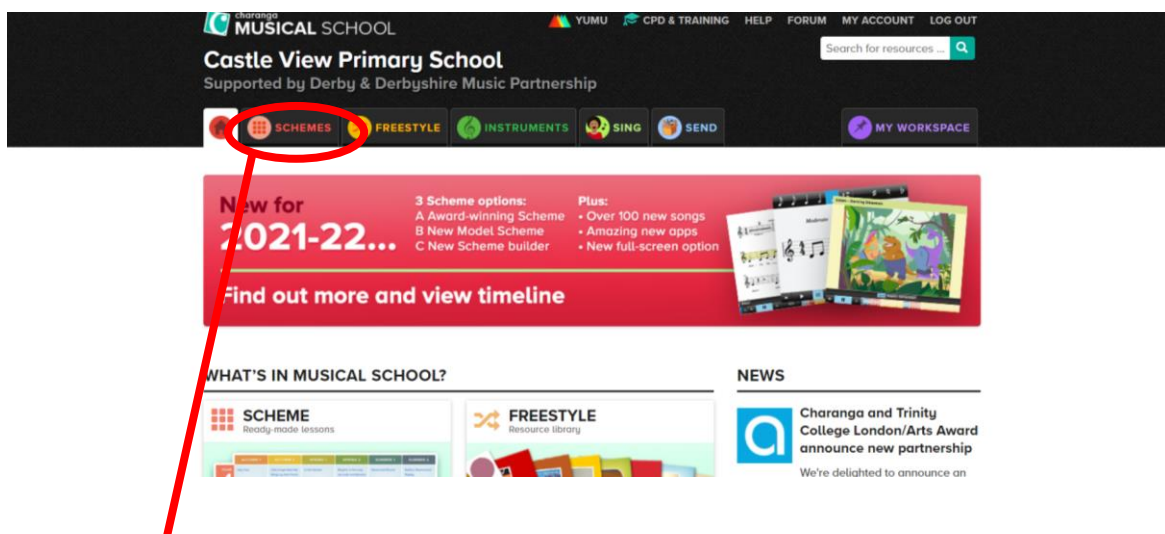
A User Guide to Charanga,

Charanga is a modern online resource to support primary music teaching. It holds resources which include lesson plans, games, activities, songs and videos.

Charanga is our main scheme of work as well as outside agency music teachers coming into school to teach playing instruments in year 3/4.

Finding the correct scheme...

The scheme we are currently using is the 'model music' curriculum. (scheme B)



Find the 'Model Music' curriculum MMC in a drop down box here.

Once you are into the 'Model Music' curriculum it is self-explanatory with Year groups and Terms as you see in this screen shot. (spring 2 onwards is currently being written following MMC 2021)

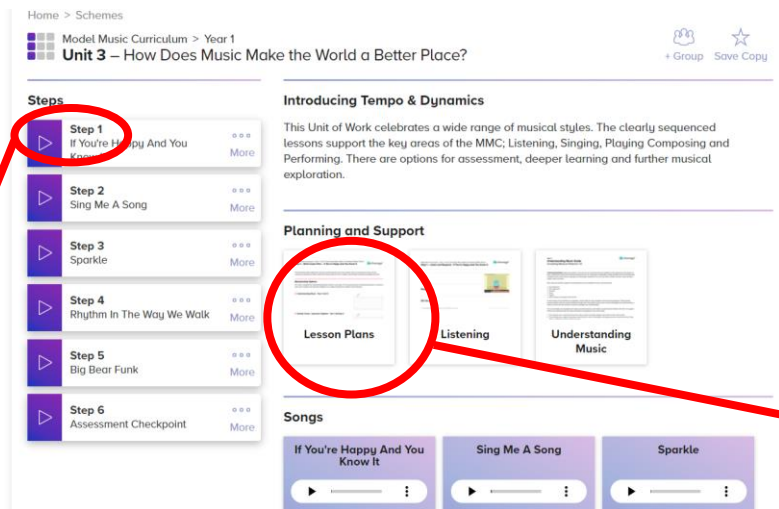
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1 Overview & Planning YEAR Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon	
2 Overview & Planning YEAR Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6	Focus on Dynamics & Tempo How Does Music Teach Us about the Past? 1 2 3 4 5 6	Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon	
3 Overview & Planning YEAR Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon	
4 Overview & Planning YEAR Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon	
5 Overview & Planning YEAR Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Coming Soon	Coming Soon	Coming Soon	
YEAR Overview & Planning Developing Melodic Phrases How Does Music	Understanding Structure & Form How Does Music	Gaining Confidence Through Performance	Coming Soon	Coming Soon	Coming Soon	



Selecting your year group/term

Once you have selected the correct Year group/ Term the screen will look similar to this.
(Year 1/Spring 1 Term example)

This is one term of music sessions.
Each step is one lesson.
(so 6 week of lessons here)



Lesson plans
View or download each lesson plan here.
Unfortunately, there are not clear learning objectives for 'our' WALT/WILFS so it is important to quickly run through the lesson to understand what the children are learning.

Within each step the main elements of each lesson are:

- key signatures
- time signatures
- duration
- pulse
- rhythm
- pitch (singing and playing instruments)

The activities in each lesson are a repeat of the previous step in order to embed, deepen and rehearse key musical skills but also are a repeat of previous musical skills, this promotes strengthening and applying previous musical learning.

Using skills in a different context embeds learning. learn key musical skills and add to the range of them and gradually extend the level of difficulty consolidate their skills by rehearsing them in different ways and with different songs develop an improved quality of musicianship.

Introducing Tempo & Dynamics Unit 3 (Spring Term of Year 1)

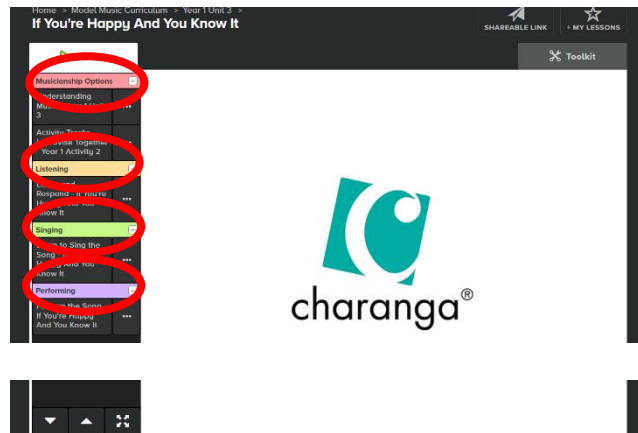
This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the MMC; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

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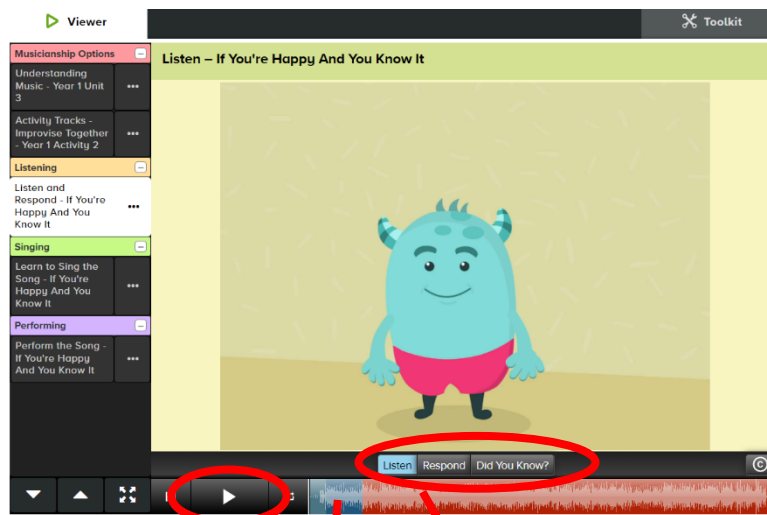
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Opening a Step (step 1 of Year 1 Spring 1)

- Indicates part of the lesson
- Musician options (eg. Follow a beat)
 - Listening (eg. listen to a piece of music)
 - Singing (eg. Song sections)
 - Perform (eg. Lyrics/Music notation)



When opening each part of the lesson you will see a screen similar to this:



The screen is interactive and will invite you to play the video clip or music piece.

Look for prompts to aid with questioning.

Each section of the lesson has different elements- it might be an activity, song lyrics, written music notation etc.

These elements can be repeated, rewound and moved forward to the desired position by using the cursor on this bar.

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Example unit: Musical Scheme

There's a huge amount of potential activities and variations within each of the progressive steps. We would recommend spending some time exploring ahead of your lessons; however, here's a few tips and tricks to help you with your lessons:

The screenshot shows the Charanga Musical School interface for the song "Let Your Spirit Fly" by Joanna Mangona. The interface includes a main player area with a question "Do you like the song?" and two cartoon characters wearing headphones. Below the player is a navigation bar with tabs for "Artwork", "Questions", "Song lyrics", and "About the song". At the bottom, there are buttons for "GROUP", "MY LESSONS", "SHARE", "DOWNLOAD", "SCOREM", "MENU", and "MODE".

Callout boxes provide the following information:

- Handouts and lesson plans, with integrated assessment, can be downloaded for each step here
- Sheet music is available for a variety of instruments (woodwind, brass, percussion etc) and is divided by level (easy, medium, hard)
- Each "Step" is made up of 6 activities/games
- Whilst the song is playing, you can click on these tabs here to change the screen. The "Questions" provides thought-provoking questions for students as they listen
- Play the song here; the colours represent the different sections of the song
- Click on "+My Lessons" to add this activity to your own Charanga workspace, to return to later if you're putting together a lesson
- You can share any of these activities with your colleagues (within the school).
- This activity breaks down the song into sections; allowing students to both listen and practise singing the songs in parts and together
- This provides an A-Z of musical vocabulary for your reference

Recording/Assessing the Units of Work

Here is an example of a grid (Year 1 Unit 3) one per pupil to be stuck into the topic book (use the marking policy I, ^, ↑ and comment each week) See next page

This grid:

- Lists all of the components of a lesson
- Provides an opportunity to log engagement/achievement
- Encourages the class to record performances or collect evidence of their music lesson

These objectives link with step 6 on each unit of work (end of term assessment)

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Year 1 Unit 3 Spring 1

	1	2	3	4	5	6	
Objective (assessing the interrelated dimensions of music) I can...							Comment/Evidence (photograph/sound recording/video clip Ipad file)
Keep a pulse (tap out a pulse, nod your head tap your foot)							
Hear and copy rhythm (long and short sounds)							
Recognise pitch (recognise high and low pitch sounds)							
Recognise the Tempo of a piece of music (fast and slow)							
Discuss dynamics (louder and quieter parts in music)							
Recognise Timbre (recognise differences in sounds/instruments)							
Discuss the texture of musical pieces. (What can you hear, how many layers)							
Recognise single notes and play/sing them.							
Understand chords are single notes which are played together							
Listen to and begin to recognise styles/genre of music i.e. orchestral/rap							

This grid can be placed in the middle of a topic book page and individual/group photographs can be added around the grid through the term.

Please refer to our school music curriculum or the Model Music Curriculum [Model Music Curriculum \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) for more information