



charanga
MUSICAL SCHOOL

*The modern way to help teach
Curriculum for Excellence*



Music

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise and enhance their composition and performance, and to promote their understanding of how music works.

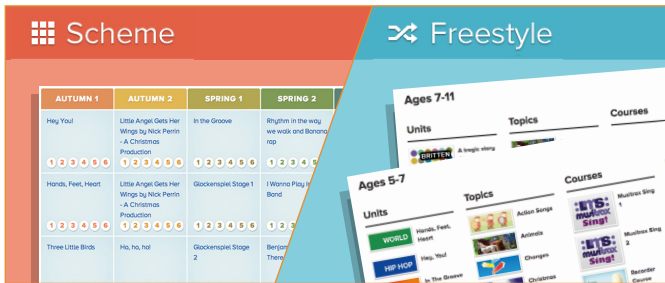
Curriculum for Excellence

curriculum for excellence:
expressive arts
experiences and outcomes

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Curriculum for Excellence and Charanga Musical School



The Musical School programme nurtures a creative approach to music education. The learners are encouraged to express themselves, to face musical challenges positively, to lead, follow and work together showing discipline and commitment.

The Musical School programme's **Scheme of Work** fully supports the ambitions of Curriculum for Excellence. Additionally, the **Freestyle** view provides three main resource areas: Units of Work, themed Topic songs and activities and instrumental Courses. The Units of Work are the main focal point for the music curriculum, whilst the Topics and Courses provide a wealth of extension materials with possibilities for interdisciplinary learning.



Singing is central to Musical School: the Units are based around songs with differentiated instrumental parts for 24 instruments. Created to support a practical class ensemble approach, each child is encouraged to sing and play an appropriate instrument line, drawing together their learning into a meaningful 'musical experience'. Improvisation and composition for voices and instruments form part of each Unit and can also be used as starting points for further creative work.

Successful **performance** draws together all musical skills, combining a sensitive approach with clear communication of the material. Such understanding is developed by familiarity and by becoming immersed in the music through repetition, listening, contrasting, improvising and composing – all activities which are encouraged through the Units. Children will also learn to consider the broader aspects of music performance, including how to present to the audience and whether the piece might be complemented by other expressive arts.

Musical School makes excellent use of technology with onscreen resources and all learners have access to **Charanga Music World**, a safe online game-style learning space that further engages children to explore and develop their creative and musicianship skills between lessons.



Early

I enjoy singing and playing along to music of different styles and cultures

First

I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance direction

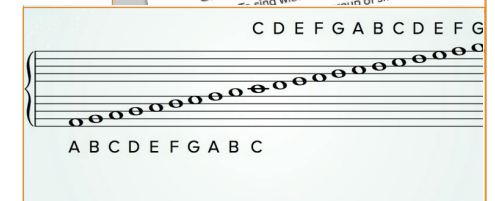
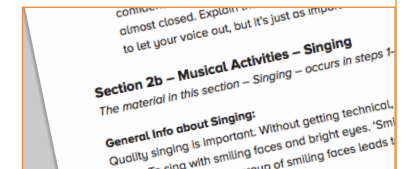
Second

I can sing and play music from a range of styles and cultures, showing skill and using performance directions and/or musical notation

An appreciation for the aesthetic and cultural identity of music is developed through the expanding range of resources.

The Units of Work are based around a song with instrumental parts, covering a growing range of styles and cultures, whilst the Topics offer themed songs and activities which can be used across the disciplines. Each Unit provides vocal guidance for teachers, central to which is the quality of the singing as well as the accuracy, fluency, control and expression. All children are encouraged to imaginatively explore vocal sounds through pitch games and are expected to analyse, explore and reflect on their own contribution using skills which have been developed in the appraisal section of each lesson.

The instrumental parts in the Units of Work are provided as printable PDFs, so once the children are familiar with sounds it is possible to introduce the visual representation. Similarly, the instrumental courses feature on-screen and printable notated parts to aid learning. Supporting the introduction and understanding of staff notation, the Musical Toolkit offers invaluable interactive resources such as 'Staves and Clefs' and is reinforced across the programme.



Descant Recorder — medium

Hands, Feet, Heart

Parts arranged by Joanna Mangano
© 2012 Chorus Ltd.

Countin: 1 2 3 4, 2 2 3 4
Intro: 1 2 3 4, 2 2 3 4

repeat as required

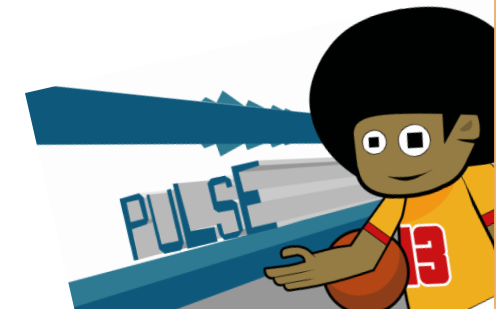
A through to G.

I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics

I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics

Throughout Musical School, all children are encouraged to behave as musicians using their voices, technology and instruments. The activities and games in the Units are all intrinsically linked through a central song or piece. They cover musical elements such as pulse through singing and playing instruments, listening and creating music. In the earlier stages, the learning in the Scheme focuses predominantly on pulse, pitch and rhythm but as the course progresses, the rest of the elements are introduced.



Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities

The Units include listening pieces drawn from a wide range of styles; from Handel's Let The Bright Seraphim, traditional Skye Boat Song and Miriam Makeba's Click Song, to more contemporary pieces including well know Pop songs. Additionally, Topics provides collections of songs and activities based on a wide variety of themes including national anthems, great composers and Christmas. The Instrumental Courses focuses on specific instrumental learning and musical traditions, exploring history and context as well as developing performing skills such as djembe drumming, Hip Hop and the Blues.

The games tracks provide opportunities for copying and creating musical phrases, combining and exploring the musical elements. New songs are introduced as a whole then broken down into verses or sections to aid learning. The instrumental parts are introduced with prompts and by ear, encouraging learners to match pitch, repeat and memorise. Children are further encouraged, through questioning, to consider and mimic the sounds they hear, identify instruments or voices used and then utilise musical language to describe aspects such as the style of the piece and how it is structured. Cues for all of these questions are provided – along with the answers.

The learners are encouraged to express and communicate their personal response and feelings through discussion and practical activities.

Listening and appraising Charanga Music School listening material

Musical School Listening Material

Key: ● Classical, Orchestral Solo Instrumental, Choral ★ Jazz, Swing, improvised

How is the song put together
CHORUS
RED CHORUS
INSTRUMENTAL SOLO
VERSE
INTRO

Mamma mia! Here I go again,
My my, how can I resist you?
Mamma mia! Does it show again?
My my, just how much I've missed you.
Yes, I've been brokenhearted,
Blue since the day we parted,
Why, why did I ever let you go?
Mamma mia! Now I really know,
My my, I could never let you go.

I can respond to music by describing my thoughts and feelings about my and others work

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work

The wide range of resources provided by Musical School have been developed specifically to motivate and capture each individual learner's personal interest. Throughout the programme, children naturally develop their confidence and understanding, learn to make musical judgements, apply their new learning to their and others' work and are able to express themselves physically and emotionally through the creation of their own musical ideas. They not only learn about music; they become musicians who are able to present and perform using new and transferable skills.



To find out more about Musical School and what other music support is available in your area please contact Madeleine Casson

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