



Overview for Music (revised 2023)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A U T U M N T E R M	<p>There's only one you in this great big world. Science and Technology/Project-based</p>	<p>We're part of a community. Our strength is our diversity. . All are welcome here. Humanities/Exhibition</p>	<p>I'll Huff and I'll Puff! Science and Technology/Project-based</p>	<p>The Colour of Home Humanities/Exhibition</p>	<p>A home where we can be safe and begin our story again. The Arts/Performance</p>	<p>Unless someone like you cares a whole awful lot, nothing is going to get better. Science and Technology/Project-based</p>	<p>Please Sir! The Arts/Performance</p>	<p>Lines may divide us, but hope will unite us Humanities/Exhibition</p>
	<p>Development matters: Singing Rhymes Listen with increased attention to sounds Remember and sing entire songs Sing the pitch of a tone sung by another person Sing the melody shape – up and down, down and up Improvise a song around one they know Play instruments with increasing confidence</p>	<p>Explore pitch, discussing whether a sound is low or high. Sing well known songs as a group and individually. Learn rhymes, poems and songs from different communities. Play and perform movements and sounds in time with music.</p>	<p>Learn London's Burning as a whole class. Using performance and body language, introduce the idea of keeping a clear pulse, as well as all starting at exactly the same time. Splitting the group in 2, Sing the song independently and without reading lyrics, keeping a clear beat throughout. With 2 leaders, sing London's Burning as a round. Finish the term with a live performance of their round.</p>	<p>Explore a range of sounds using body percussion. Using graphic notation, create symbols that could represent each sound. Start to discuss the pulse of the music, using clapping to learn about staying in time. Use The Musical Me's body percussion play along videos to follow the beat and explore new sounds. Compose a soundscape based on sounds from different habitats. End the term with a live performance of their compositions.</p>	<p>Explore the pulse of music, understanding why it's so important. Using a recorded drum beat as a guide, play notes on an instrument at exactly the same time. Discuss the sounds that they might hear in a roman battle scene, and explore how we can recreate these using percussion. Use a graphic score to notate. Sing Row Row Your Boat as a two part canon. Change the words to of Row Row Your Boat in the style of roman chants. Perform this new canon using dynamics.</p>	<p>Explore the history of protest & environmental songs (Imagine - John Lennon as an example). Create their own chants using the type of lyrics found in protest music. Write down their chants using graphic notation. Learn some simple chords on the ukulele to accompany their chants. Finish the term with a solo live performance of their pieces.</p>	<p>Explore the chants of Victorian street sellers. Actively listen & develop an understanding of hip-hop and the drum beats used. Explore the lyrics within hip-hop using the Fresh Prince Of Bel Air as an example. Remix their own hip-hop rap from the point of view of a Victorian street seller. Finish the term with a live performance of their raps.</p>	<p>Explore & actively listen to wartime songs. Sing popular wartime songs together. Compose their own piece of music/soundscape based on their listening and understanding of wartime sounds. These will firstly be written on a graphic score, before being transferred onto a musical staff. Finish the term with a live performance of their pieces.</p>
S P R I N G T E R M	<p>A superhero just like you Humanities/Exhibition</p>	<p>Run, run as fast as you can... The Arts/Performance</p>	<p>In the towering forest... Humanities/Exhibition</p>	<p>A medicine no doctor in the world has made before The Arts/Performance</p>	<p>A place of invention, imagination and discovery. Humanities/Exhibition</p>	<p>You could be great you know. It's all here in your head. The Arts/Performance</p>	<p>It's one giant leap for mankind! Science and Technology/Project-based</p>	<p>Look I didn't want to be a half-blood. I never asked to be the son of a Greek god. The Arts/Performance</p>
		<p>Create their own songs and sounds using percussion or body percussion. Represent the sounds they have heard and created using mark marking and graphic notation. Make rhythmical and repetitive sounds.</p>	<p>Explore the soundscapes of different seasons. Actively listen to music that reflects each season, and reflect upon how the music makes them feel. Using percussion, discuss how we can recreate the sounds of each season. As a class, create a percussion based sound scape that represent</p>	<p>Learn 1 note on the recorder, concentrating on the whole class playing it at exactly the same time. Using a drum beat as a metronome, learn to play consistently on one beat every bar. Learn 3 - 5 notes on the recorder and be able to play them accurately and in rhythm.</p>	<p>Explore the sounds of the rainforest, and use percussion to recreate these. Explore the difference between rhythm & pulse. Using African drums, understand call and response patterns. Introduce Long Notes (Semibreves) and Short Notes</p>	<p>Explore the pulse of a song and learn how to clap in time while listening to a piece of music. Introduce the musical staff and the notes FACE and EGBDF. Learn about simple rhythmic notation including crotchets (I</p>	<p>Actively listen to Space Man by Sam Ryder and discuss the instruments used. Find the pulse of the song and keep the beat using tabletop drums. Learn where single notes and/or chords are on either the Glockenspiel to play along.</p>	<p>Explore drum beats used as a form of communication. Using GarageBand, create their own drum beats. Explore the pentatonic scale, and listen reflectively to music that uses the scale. Reaffirm the notes on the staff.</p>



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			each season. Perform this soundscape.	Build up to playing along with the rest of the class. Finish the term with a performance of this play along.	(Quavers), as well as equivalent rests. Create a soundscape using percussion and African Drums. Write this down using graphic notation. Understand the difference between high & low pitches, and soft & loud timbres. Add singing into the soundscape using their knowledge of high & low pitches. Represent these on the graphic score using symbol notation. Perform their soundscape in a live performance.	beat), quavers (half beat) & minims (2 beats). Use all of this knowledge to learn to play Greensleeves on the glockenspiel. Using a drum beat, learn to play Greensleeves in time to a steady pulse. Explore different genres that they could play Greensleeves in (Jazz, Rock, Pop etc...) End the term with a live performance.	Using written notation as a guide, play along with the song on their instrument. Learn the words and sing along together. Finish the term with a live performance using The Musical Me's play-along video. Ukulele lessons	Using GarageBand, compose a piece of music using the pentatonic scale over their drum beats. Finish the term with an exhibition of their recorded pieces.
S U M M E R T E R M	There's magic in this tiny seed (Growing and changing) The Arts/Performance	Long, long ago... Science and Technology/Project-based	All the water in the world The Arts/Performance	The Black Country's Bostin! Science and Technology/Project-based	We are the music makers, we are the dreamer of dreams. Science and Technology/Project-based	It took them many thousands of moons, many generations.... Humanities/Exhibition	There is still so much of the world to know Humanities/Exhibition	A disaster of an earthly proportion strikes Science and Technology/Project-based
		Listen to the sounds that they can hear outside. Explore recreating these sounds within the classroom using instruments and their own bodies. Sing a range of well known nursery rhymes and songs. Explore different sounds that represent a rainy day, a hot day etc... Create a performance that represents each day, performing with an awareness of those around them.	Actively listen to a range of music, discussing whether they have a fast or slow pulse. Sort sounds based on whether they are loud, quiet, soft or hard. Sing and perform a Sea Shanty using accompanying instruments.	Explore a range of percussion and melodic instruments, discussing what sounds they like. Listen to a soundscape of the black country (a factory for example), and discuss what percussion they could use to represent these sounds. (see pic for inspiration) https://skivedelleysharp.com/sites/Curriculum/Shared%20Documents/Subjects%2021-22/Music/Year%2022/Year%2022%20Back%20Country%20Inspiration%20photo.docx Using graphic notation, create symbols that represent each sound. Begin creating a composition that they can follow. Discuss and implement dynamic and rhythmic changes in their pieces and represent these in the graphic notation. Learn a protest song/chant.	Explore older musical styles including blues, rock 'n' roll & jazz (Use TMM's Genre Compilation Videos). Introduce Timbres (Use TMM's Timbre Quiz). Describe the changes in timbre, dynamics & pitch in the music they hear. Understand how musical elements create different mood & effects. Think about the soundscape of a hover car taking off, and recreate this using keyboards. Recreate a popular song using GarageBand. Record their own song based on the idea of a hover car taking off. Use GarageBand to change the dynamics & pitch of their songs.	Listen to a variety of music and discuss the pitch, tempo, timbre & dynamics. Discuss what sounds they could hear in a stone age setting. Using GarageBand, record a soundscape using electronic sounds and recorded audio. Evaluate others work with reflective listening. Finish the term with an exhibition of their recorded pieces. Introduction to the Ukulele	Using The Musical Me's World Explorer PowerPoint, assign each group in the class a different country. Explore & discuss the textures, timbres & dynamics in each style. Using GarageBand, create a piece of music using the instruments of their assigned country. Develop these pieces using their understanding of layers, textures and dynamics. Finish the term with an exhibition of their recorded pieces. Reflectively listen to each groups work and discuss what country it was representing.	Explore music in a major & minor key, and discuss how it impacts their mood. Using GarageBand, recreate & record a song about a natural disaster (for example Radioactive by Imagine Dragons). Film a music video. Create album art in a natural disaster style. Finish the term with either a live performance, or an exhibition of their recorded pieces.



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				Finish the term with a live performance of their compositions.	Finish the term with an exhibition of their recorded pieces.			
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