


Music Overview

						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception						
Year 1	Hey You (Style: Old school hip-hop) KLP: <ul style="list-style-type: none"> To compose your own rap. Listen and appraise. To understand how pulse, rhythm and pitch work together. To know what the terms 'pulse', 'rhythm' and 'pitch' mean. 	Rhythm in the Way We Walk & The Banana Rap (Style: Reggae) KLP: <ul style="list-style-type: none"> Pulse, rhythm and pitch. Rapping, dancing and singing. 	In the Groove (Style: Blues, Baroque, Latin, Bangra, Folk and Funk) KLP: <ul style="list-style-type: none"> To move to the beat of a piece of music. 	Round and Round (Style: Bossanova) KLP: <ul style="list-style-type: none"> To identify pulse, rhythm and pitch in different styles of music. 	Your Imagination (Style: Pop) KLP: <ul style="list-style-type: none"> To listen to a piece of music. To know and recognise the sound and names of some instruments. 	Reflect, Rewind and Replay (Style: Classical) KLP: <ul style="list-style-type: none"> The history of music. To learn some of the language related to music.
Year 2	Songs KLP: <ul style="list-style-type: none"> Following and repeating lyrics performing new songs in a group the basic principles of tunes, rhyme and rhythm how to use his/her voice expressively & creatively by singing songs & speaking chants & rhymes with growing confidence 	Performance and production KLP: <ul style="list-style-type: none"> Christmas Songs how to effectively practise, rehearse & present performances to audiences with a growing awareness of the people watching that structure describes how different sections of music are ordered 	Live Music KLP: <ul style="list-style-type: none"> the correct musical language to describe a piece of music. that the rhythm is a mixture of long & short sounds that happen over the pulse. listen with concentration and understanding to a range of high-quality live and recorded music 	Music throughout History KLP: <ul style="list-style-type: none"> look at how artists have developed the history & context of music. listen to a range of high quality music. how to choose, organise & combine musical patterns -recognise & explore different musical styles 	Recorder KLP: <ul style="list-style-type: none"> how to read music following and repeating a pattern how to instruments using the correct techniques with respect the pulse & internalise it when listening to a piece of music 	Local Musician KLP: <ul style="list-style-type: none"> listen and respond to local musicians in Cockermouth and the surrounding area how to perform ensemble using a variety of instruments & play different parts where appropriate. experimentation with, create, select & combine sounds using the inter-related dimensions of music.
Year 3	Charanga – Musical skills/concepts KLP: <ul style="list-style-type: none"> Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss why you like/do not like particular styles of music. Playing - Continue to play a classroom instrument in a group. Improvisation - continue to explore and create own 	Charanga – Glockenspiel Stage 1 KLP: <ul style="list-style-type: none"> Games – Bronze level – focus on clapping rhythms and finding the pulse. Singing – Christmas songs. Understand harmony and performing. Learning basic instrumental skills by playing tunes in various styles. 	Charanga – three little birds KLP: <ul style="list-style-type: none"> The terms dynamics, pitch and tempo. They will identify the musical instruments in each song each week. Games – move onto silver challenge. Recap on finding the pulse. Singing – Warm up activities. Investigate how 	Charanga – The dragon song KLP: <ul style="list-style-type: none"> When appraising “The dragon song” link with PSHE as this song is about kindness, respect, friendship, acceptance and happiness Games- Silver challenge. Children to take over the role of the teacher and design a clapping rhythm 	Charanga – Bringing us together KLP: <ul style="list-style-type: none"> Introduce the idea that “Bringing us together” is a disco song. Link it with PSHE as it is about friendship, peace hope and unity. Singing – learn to sing bringing us together. Look at how the song is structured. Look at singing in parts and encourage 	Charanga – Reflect, rewind and replay KLP: <ul style="list-style-type: none"> Singing – the children will think about the songs they have sung during the year. They will choose the most popular and sing a variety. Include singing solos, in small groups and whole classes. Perform the song to an audience. Playing Perform/Share- Use the glockenspiels to

	<p>responses, melodies and rhythms.</p> <ul style="list-style-type: none"> Composition- continue to create your own responses, melodies and rhythms and record them in some way. 	<ul style="list-style-type: none"> Start to introduce noted music and encourage children to use the correct vocabulary e.g. minim, crotchet, quaver. Introduce the notes C,D,E,F 	<p>various songs are structured</p> <ul style="list-style-type: none"> Playing – use the glockenspiels recap on last terms notes and introduce the new notes G, A, B. Improvisation - opportunities will be given for the children to improvise to “Three little birds” using the notes they have learnt. They will then perform to each other. 	<p>which the other children will copy.</p> <ul style="list-style-type: none"> Singing – Learn to sing “The dragon song” Improvisation - continue to explore and create own responses, melodies and rhythms to “the dragon song” 	<p>children to take a solo or small group challenge.</p> <ul style="list-style-type: none"> Perform/Share- Playing the glockenspiel and recorder if children are learning it. Recap on musical vocabulary and reading musical notes. 	<p>play with the song they have chosen Use notes learnt throughout the year.</p> <ul style="list-style-type: none"> Improvisation - continue to explore and create own responses.
Year 4	<p>Mamma Mia Listen and Appraise: Listen to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Musical games: Find and internalise the pulse through body movement.</p> <p>Playing Instruments: Explore and create music using percussion, tuned and un-tuned, to play melodies, tunes and accompaniments.</p> <p>Improvisation: Explore and create musical sound with voices and instruments</p> <p>Composition: Begin to create more complex tunes and melodies as part of a group or whole class.</p>	<p>Christmas Performance Rehearsals. KLP to understand: How to work together as part of a group and with their friends, developing the confidence to sing alone. The importance of warming up our voices and to establish a good singing position. How to perform a song as stylistically and musically as you can. How to sing with a good sense of the pulse internally and sing together and in time. How to follow a leader/conductor with confidence.</p>	<p>Glockenspiel Stage 2 Listen and Appraise: Understand pulse</p> <p>Musical games: Understanding that pulse is the foundation of music upon which all the other dimensions are built.</p> <p>Playing Instruments: Continue to play and move between differentiated parts</p> <p>Improvisation: Make up own tune or rhythm within boundaries given.</p> <p>Composition: Compose using two notes, increasing to three notes and beyond.</p>	<p>Stop! Listen and Appraise: Continue to use correct musical language to describe the music you are listening to and your feelings towards it</p> <p>Musical games: Understand pulse, rhythm and beat</p> <p>Playing Instruments: Continue to play together in a band or ensemble, following a leader / conductor.</p> <p>Improvisation: Improvise simple solo melodies</p> <p>Composition: Record the composition in any way that is appropriate</p>	<p>Lean on Me Listen and Appraise: Listen, with respect, to other people’s ideas and feelings towards the music you have listened to</p> <p>Musical games: Clap a rhythm; improvising a rhythm; using pitch; improvising using the voice.</p> <p>Playing Instruments: Learn to treat each instrument with respect and use the correct techniques to play them.</p> <p>Improvisation: Create own rhythmic patterns that lead to melodies</p> <p>Composition: Use of the interrelated dimensions of music. Describe the quality of sounds and how they are made (timbre).</p>	<p>Blackbird Listen and Appraise: Discuss other dimensions of music and how they fit into the music being listened to</p> <p>Musical games: Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music</p> <p>Playing Instruments: Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</p> <p>Improvisation: Start to perform rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes Start to use voice, sounds, technology and instruments in creative ways.</p> <p>Composition: Begin to use graphic notations.</p>
Year 5	<p>Livin’ On A Prayer</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them. To know the style of the five songs and to name other songs from the Units in those styles. Some of the style indicators of the songs 	<p>Classroom Jazz 1</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for 	<p>Make You Feel My Love</p> <ul style="list-style-type: none"> To know three well-known improvising musicians composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work 	<p>The Fresh Prince of Bel Air</p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. 	<p>Dancing In The Street To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped 	<p>Reflect, Rewind, Replay</p> <ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song

	<p>(musical characteristics that give the songs their style)</p> <ul style="list-style-type: none"> Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs To identify and move to the pulse with ease. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 	<p>the group to copy or respond to</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know three well-known improvising musicians 	<p>together and are shaped by tempo, dynamics, texture and structure</p> <ul style="list-style-type: none"> Notation: recognise the connection between sound and symbol Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes 	<p>by tempo, dynamics, texture and structure</p> <ul style="list-style-type: none"> Notation: recognise the connection between sound and symbol A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 6	<p>Happy!</p> <ul style="list-style-type: none"> learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 	<p>Classroom Jazz 2</p> <ul style="list-style-type: none"> This is a six-week Unit of Work that builds on previous learning. Learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues <p>Christmas Performance: Skills will vary depending upon the performance chosen but may include:</p> <ul style="list-style-type: none"> <i>Singing together/solo/duets.</i> <i>Performance to a live audience</i> <i>Singing in harmony/different parts</i> 	<p>A New Year Carol</p> <ul style="list-style-type: none"> Pulse games. Rhythm games. Pitch Games. Vocal Warm-ups. Learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. <p>Opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk</p>	<p>You've Got A Friend</p> <ul style="list-style-type: none"> Warm-up games. Option: Flexible Games. Vocal warm ups and start to learn the song. Play instrumental parts. Improvise. Compose. Vocal improvisation within the song. Play your compositions within the song. <p>Choose and play two performance options, then decide which one to practise for the end of unit performance.</p>	<p>Music and Me</p> <ul style="list-style-type: none"> explore the concept of 'identity' – the various elements that shape us. How social and cultural differences influence music. Children try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. Shiva Feshareki Eska Mtungwazi: Afrodeutsche: Anna Meredith. Discover that music offers a way of exploring and expressing our identity, 	<p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> this consolidates the learning that has occurred during the year. Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within a song Improvisation using voices and instruments Composition

• *Using music alongside
drama and dance*

giving us confidence,
power and purpose

• Share and perform the
learning that has taken
place

