

The Rackham C of E Primary School: Whole School Music Unit Overview – 2023-2024

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<i>Row, row, row your boat</i> – 3 x 30-minute sessions Beat, pitch (step/leap), timbre.	<i>The Sorcerer's Apprentice</i> – 3 x 30-minute sessions Musical storytelling, louder/quieter, faster/slower, higher/lower + Navity prep	<i>Shake my sillies out</i> – 3 x 30-minute sessions Timbre, pitch (higher/lower), tempo (slower/faster), beat.	<i>Bird Spotting – Cuckoo Polka</i> – 3 x 30-minute sessions Active listening, beat, pitch (so-mi), vocal play	<i>Down there under the sea</i> – 3 x 30-minute sessions Timbre, structure, active listening, tune moving in step (stepping notes), soundscape	<i>Slap, clap, clap</i> – 3 x 30-minute sessions Music in 3-time, beat, composing and playing
KS1	<i>Menu song</i> – 6 x 40-minute lessons Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).	<i>Magical musical aquarium</i> – 3 x 40-minute lessons Listen and Compose Timbre, pitch, structure, graphic symbols, classical music. + Navity prep	<i>Football</i> – 6 x 40-minute lessons Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2 .	<i>Dancing and Drawing to 'Nautilus'</i> – 3 x 40-minute lessons Listen Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music.	<i>Come dance with me</i> – 6 x 40-minute lessons Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3 .	<i>Cat and Mouse</i> – 3 x 40-minute lessons Compose Mood, tempo, dynamics, rhythm, timbre, dot notation.
LKS2	<i>I've been to Harlem</i> – 6 x 50-minute lessons Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1	<i>'March' from the Nutcracker</i> – 3 x 50-minute lessons Listen Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. + Christmas performance prep	<i>Play Ukulele – Latin Dance</i> + progression snapshot 2	<i>Fly with the Stars</i> – 6 x 50-minute lessons Minor and major chords (A minor, C major), arpeggio, chord, dot notation, durations (crotchet, quavers), progression snapshot 3 .	<i>Mingulay boat song and Nao chariya de</i> – 3 x 50-minute lessons Listen and Compose Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.	
UKS2	<i>What shall we do with the drunken sailor?</i> – 6 x 50-minute lessons Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1 .	<i>Why we Sing</i> – 3 x 50-minute sessions Listen Gospel music, instruments, structure, texture, vocal decoration. + Christmas performance prep	<i>Madina tun nabi</i> – 6 x 50-minute lessons Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2 .	<i>Building a Groove</i> – 3 x 50-minute lessons Compose Beat, rhythm, basslines, riffs	<i>Play Ukulele – The Doot Doot Song</i> + progression snapshot 3 .	

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<i>Row, row, row your boat</i> – 3 x 30-minute sessions Beat, pitch (step/leap), timbre.	<i>The Sorcerer's Apprentice</i> – 3 x 30-minute sessions Musical storytelling, louder/quieter, faster/slower, higher/lower + Navity prep	<i>Shake my sillies out</i> – 3 x 30-minute sessions Timbre, pitch (higher/lower), tempo (slower/faster), beat.	<i>Bird Spotting – Cuckoo Polka</i> – 3 x 30-minute sessions Active listening, beat, pitch (so-mi), vocal play	<i>Down there under the sea</i> – 3 x 30-minute sessions Timbre, structure, active listening, tune moving in step (stepping notes), soundscape	<i>Slap, clap, clap</i> – 3 x 30-minute sessions Music in 3-time, beat, composing and playing.
KS1	<i>Tony Chestnut</i> – 6 x 40 minute lessons Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1.	<i>Carnival of the Animals</i> – 3 x 40 minute lessons (Listen) Timbre, tempo, dynamics, pitch, classical music. + Christmas performance prep	<i>Grandma Rap</i> – 6 x 40 minute lessons Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.	<i>Charlie Chaplin</i> – 3 x 40 minute lessons (Compose) To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).	<i>Tanczemy labada</i> – 6 x 40 minute lessons Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.	<i>Musical conversations</i> – 3 x 40 minute lessons (Compose) Question-and-answer, timbre, graphic score.
LKS2	<i>This Little Light of Mine</i> – 6 x 50 minute lessons Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.	<i>The Pink Panther Theme</i> – 3 x 50 minute lessons (Compose) Timbre, tempo, rhythm, dynamics, atmosphere, music from a film. + Christmas performance prep	<i>Play Ukulele – Fly with the Stars</i> + progression snapshot 2		<i>Favourite Song</i> – 6 x 50 minute lessons Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.	<i>Fanfare for the Common Man</i> – 3 x 50 minute lessons (Listen and Compose) Fanfare, timbre, dynamics, texture, silence.
UKS2	<i>Hey, Mr Miller</i> – 6 x 50 minute lessons Swing music, syncopation, swing rhythm, Big band instruments, scat singing, social and historical context (WWII, segregation), progression snapshot 1.	<i>Twinkle Variations</i> – 3 x 50 minute lessons (Compose) To use <i>Twinkle, twinkle little star</i> as a composing tool, theme and variations form, passacaglia, improvisation. + Christmas performance prep	<i>Dona Nobis Pacem</i> – 6 x 50 minute lessons Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations: crotchet, rest, quavers, minim, dotted minim, dotted crotchet, sacred vocal music, singing in harmony, progression snapshot 2.	<i>You to me are everything</i> – 3 x 50 minute lessons (Listen) 1970s soul music, comparing cover versions.	<i>Play Ukulele – Favourite Song</i> + progression snapshot 3.	

Guidance:

6-week units are based around a song, and the musical learning flows from the features of the piece. They combine singing and playing, listening and appraising, as well as some improvising and composing.

3-week units focus more heavily on composing/improvising or listening/appraising. Some units include active ways to listen (movement, dance, art), while others aim to develop pupil's understanding of the cultural, social and historical context of music. Pieces for these units are often specially selected from the Model Music Curriculum.

Play Ukulele units are to replace a term of musical learning in Key Stage 2 and will provide all our pupils with an opportunity to learn a musical instrument. There will only be half a class set of ukuleles, so each child should get 30 minutes of learning per week. I am hoping to lead some training on this! SingUp are also releasing a 'Play Recorder' unit in 2024 which we can swap into Year ¾ going forward.

Timetabling:

The 6-week units run best across consecutive weeks, so children do not lose the thread of the song they are learning or the compositions they are developing. However, for children to develop their musical skills and ability across the year, these units should not be blocked across 1-2 days and work best when taught weekly/revisited regularly.

The 3-week units are shorter and more focused on a specific skill such as listening or composing, so these could be blocked across a morning/afternoon one term in order to fit them in amongst timetable constraints.

Progression snapshots:

Some of the 6-week units for KS1 & KS2 include progression snapshot lessons. One song for each year group is introduced in Term 1 and is then re-visited and developed in Term 2 and Term 3. These activities are built into the units and are not add-ons. The units containing these snapshot lessons should not be moved or missed out, otherwise the sequence of progress will be disrupted.

The progression snapshot activities will provide evidence to show how each class is achieving in line with their year group's musical learning statements over time. Teachers should record and share videos of the progression snapshot activities – one whole class video in Autumn Term 1, Spring Term 1 and Summer Term 1 (OFSTED recommend the keeping of video evidence). I will set up a folder for this on Teams!