

# St Mary & All Saints Primary School – Music – Strands Overview

| Year | Autum 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 1                                                                                                                           | Spring 2                                                                                                                                         | Summer 1                                                                                                  | Summer 2 |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------|
| N    | Singing, moving and playing using a variety of known and new songs, simple songs for accurate pitching and hearing an eclectic mix of recorded music to listen, move and play instruments to, connecting to themes relating to the world around us.                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                  |                                                                                                           |          |
| R    | First Thing Music (EYFS) – a progressive, Kodály-inspired, singing-based programme designed to develop a tuneful singing voice and the foundations of musicianship, exploring pulse and rhythm. Each term includes additional singing and movement elements connecting with that term’s curriculum reading text.                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                  |                                                                                                           |          |
| KS1  | First Thing Music – a progressive, Kodály-inspired, singing-based programme designed to develop a tuneful singing voice and the foundations of musicianship – securing pulse and rhythm plus the beginnings of notation and language relating to the inter-related dimensions of music. Each big term includes additional listen-and-respond elements, involving movement, discussion with reference to the inter-related dimensions of music, and composing. KS1 also give a Christmas performance to parents. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                  |                                                                                                           |          |
| 3    | Continuation of First Thing Music (see KS1) to secure relative pitch and simple notation, including tuned percussion                                                                                                                                                                                                                                                                                                                                                                                            | Playing the Recorder:<br>First steps (correct handling and use; notation – extending to staff notation for pitch)<br>Sing and play (sing a song and play an instrumental break on recorder)<br>Extend repertoire and known pitches as appropriate (quality, not quantity)<br>Warmups continue with voice games from the First Thing Music repertoire to develop tuneful, accurate singing and extend to more complex songs of a wider vocal range and in parts (rounds or adding simple ostinatos) |                                                                                                                                    |                                                                                                                                                  |                                                                                                           |          |
| 4    | First Access Project led by Berkshire Music Trust on TooTs. Supplemental singing scheme to continue development of tuneful singing and different styles of part-singing (rounds, partner songs and ostinatos).                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                    |                                                                                                                                                  |                                                                                                           |          |
| 5    | Recorder review – handling and use, and improve tone and clarity<br>Develop understanding of rhythm/pitch notation, extending pitch range and repertoire and play in two parts<br>Sing a “story” song and play an instrumental break                                                                                                                                                                                                                                                                            | Tuned percussion:<br>Correct handling/use<br>Develop notation<br>Classroom Jazz 1 with Hey Mister Miller voice piece in parts                                                                                                                                                                                                                                                                                                                                                                      | Play and Sing –<br>Class Ensemble (tuned percussion) –<br>Somewhere Out There OR This Little Light of Mine                         | Ukulele basics with chords (Am/G) to accompany a song (We Will Rock You)<br>Devise strum patterns to practise tone and changes                   | Ukulele development with open strings improvisation and TAB for a simple melody (We Will Rock You chorus) |          |
| 6    | Ukulele development<br>Review Year 5 learning (Am and G)<br>Add chords of F and C (with Deep Down)<br>Improve fluency of switching chords within a strum pattern and extend to sing and play City on a Hill or Creator God and Away in a Manger (add C7) for Christmas service                                                                                                                                                                                                                                  | Beginner Keyboard Course (must be earned); rhythm and notation warm-ups<br>OR Steve Reich Clapping Music with notation focus                                                                                                                                                                                                                                                                                                                                                                       | Classroom Jazz 2<br>Ensemble with improvisation (use recorders, tuned percussion or keyboards)<br>Vocal warmups – singing in parts | Music Technology – initial voice focus, scaffolding to use rap style, then use Garage Band to compose a textured backing track for your own rap. | Conclude Garage Band project and work on songs for end of year performance.                               |          |

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## EYFS & KS1

| Phase            | Strand   | Overview                                                                                                                                                                                                                                                                            |
|------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nursery</b>   | Sing     | Known and new songs; simple songs to encourage accurate vocal pitching                                                                                                                                                                                                              |
|                  | Play     | Use safe hand-held untuned percussion instruments in games and to accompany songs and listening pieces                                                                                                                                                                              |
|                  | Listen   | Move with a variety of props to an eclectic mix of music from different genres, traditions and eras                                                                                                                                                                                 |
|                  | Compose  | Improvise vocal and instrumental sounds                                                                                                                                                                                                                                             |
|                  | Notation | Foundations in pulse                                                                                                                                                                                                                                                                |
|                  | Perform  | Sing, play and move as a class; perform a simple Nativity to parents                                                                                                                                                                                                                |
| <b>Reception</b> | Sing     | Known and new songs; simple songs to encourage accurate vocal pitching and some solo singing                                                                                                                                                                                        |
|                  | Play     | Use safe hand-held untuned percussion instruments in games and to accompany songs and listening pieces with more control for tempo and dynamics; following and being a conductor                                                                                                    |
|                  | Listen   | Move with a variety of props to an eclectic mix of music from different genres, traditions and eras; consider ideas and feelings created by different pieces                                                                                                                        |
|                  | Compose  | Improvise movements, vocal and instrumental sounds; make choices about what, when and how to play                                                                                                                                                                                   |
|                  | Notation | Foundations in pulse, copying rhythms, following simple graphics                                                                                                                                                                                                                    |
|                  | Perform  | Sing, play and move as a class; perform a simple Nativity to parents                                                                                                                                                                                                                |
| <b>KS1</b>       | Sing     | Songs intended to support accurate pitching within a small vocal range in a variety of games including taking turns to sing solo                                                                                                                                                    |
|                  | Play     | Play with control a variety of hand-held percussion for rhythm and pulse games and composition activities; use tuned percussion to support singing and for simple composition                                                                                                       |
|                  | Listen   | Move with a variety of props to an eclectic mix of music from different genres, traditions and eras; consider ideas and feelings created by different pieces; create movement pieces                                                                                                |
|                  | Compose  | Improvise rhythms; choose appropriate instruments to create effects and/or to represent characters or ideas (Listen, Move, Create teaching sequence); compose rhythms using simple standard notation                                                                                |
|                  | Notation | Consider the connection between rhythm and pulse and differentiate between them; begin to learn standard rhythm notation and simplified representation of relative pitch within a small range; use a simple graphic score to record ideas; follow a simple graphic score to perform |
|                  | Perform  | Sing, play and move as a class, including solos; perform a simple Nativity to the school and to parents.                                                                                                                                                                            |

# St Mary & All Saints Primary School – Music – Strands Overview

## LKS2

|        | Strand   | Autumn 1                                                                                                                                                                | Autumn 2 | Spring 1                                                                                                                                                          | Spring 2 | Summer 1                                                                                                                                                                      | Summer 2 |
|--------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Year 3 | Sing     | See KS1 above with appropriate progressive development through the First Thing Music Programme/Listen, Move Create                                                      |          | A variety of warm-ups intended to develop rhythm and pulse awareness and encourage accurate vocal tuning                                                          |          | A focus song of standard length, including an instrumental break                                                                                                              |          |
|        | Play     |                                                                                                                                                                         |          | Beginning Recorder                                                                                                                                                |          | An instrumental break                                                                                                                                                         |          |
|        | Listen   |                                                                                                                                                                         |          | To teacher play instruments from the recorder family; a variety of musical styles for playing and active warmups                                                  |          | Other songs connected with the focus song; compare and contrast; consider genre                                                                                               |          |
|        | Compose  |                                                                                                                                                                         |          | Improvise 4-beat rhythms using ta and tete; compose 4-beat rhythms using stick notation; annotate a rhythm line for chosen pitch(es) to create a warm-up exercise |          | Improvise 4-beat rhythms on two or more pitches; annotate rhythm line to compose a simple melody in focus style with dynamics; create texture by combining pitches in a group |          |
|        | Notation |                                                                                                                                                                         |          | Read 4-beat rhythms using simple rhythm elements; begin to write them using stick notation                                                                        |          | Begin to write heard rhythms as stick notation; begin to recognise known pitches on staff                                                                                     |          |
|        | Perform  | Perform to peers, including solos                                                                                                                                       |          | Perform to peers, including solos                                                                                                                                 |          | Perform (including solos) to peers and to Year 2s                                                                                                                             |          |
| Year 4 | Sing     | Vocal warmups for engagement from the BMT teacher<br>Weekly singing scheme intended to continue to develop a tuneful singing voice and different styles of part singing |          |                                                                                                                                                                   |          |                                                                                                                                                                               |          |
|        | Play     | TooTs – The Foundations                                                                                                                                                 |          | TooTs – The Performer                                                                                                                                             |          | TooTs – The Composer                                                                                                                                                          |          |
|        | Listen   | To the teacher play different woodwind instruments                                                                                                                      |          | To each other as critical friends                                                                                                                                 |          | Live performance from BMT Staff Band and massed orchestra at Hexagon                                                                                                          |          |
|        | Compose  | Improvise rhythms                                                                                                                                                       |          | Compose longer rhythms and annotate for pitch and dynamics                                                                                                        |          | Compose a 4-beat melody on known pitches                                                                                                                                      |          |
|        | Notation | Securing simple rhythm elements                                                                                                                                         |          | Recognise known pitches on staff                                                                                                                                  |          | Follow a simple score to play                                                                                                                                                 |          |
|        | Perform  | Perform to peers, including solo voices                                                                                                                                 |          | Perform to peers, including solos                                                                                                                                 |          | Perform on instruments to Year 3s; perform at the Hexagon as part of a massed orchestra                                                                                       |          |

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## UKS2

|        | Strand   | Autumn 1                                                                                                                                                    | Autumn 2 | Spring 1                                                                                                             | Spring 2                                                                                 | Summer 1                                                      | Summer 2                                                             |
|--------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------|
| Year 5 | Sing     | Sing following the contour of a melody on a score, to prepare new recorder repertoire; sing a “story” song with clear diction, expression and understanding |          | Warmup: Hey, Mister Miller as an acapella round with added ostinato                                                  | Focus: Somewhere Out There OR This Little Light of Mine OR Down by the Riverside         | Focus: We Will Rock You                                       |                                                                      |
|        | Play     | Recorder – revisit the basics and extend known notes into both lower and higher range<br>Play an instrumental break for a “story” song                      |          | Learn to play a piece with composition/ improvisation (variations on The Viennese Musical Clock OR Classroom Jazz 1) | Play an instrumental break OR simple accompaniment                                       | Ukulele basics with chords                                    | Ukulele development – fretting a melody                              |
|        | Listen   | A variety of musical styles to play and improvise to develop recorder skills and for active warmups<br>Story songs from popular music                       |          | Zoltan Kodály OR Jazz as a genre                                                                                     | To each other as critical friends; consider inter-related dimensions for expression/tone | Rock music and genre indicators                               | To each other as critical friends                                    |
|        | Compose  | Improvise on known notes; compose 8-beat melodic phrases by annotating a rhythm line                                                                        |          | Compose in groups OR improvise in jazz style                                                                         | Compose a simple ostinato (rhythm and melody) to accompany a warm-up song                | Chord progressions and strum patterns; use graphics to record | Compose a simple melody using a given tone set, choose how to record |
|        | Notation | Extend to more complex rhythm elements and recognise a wider range of known pitches on the staff                                                            |          | Read simple standard notation to play; annotate a rhythm line to compose a melody                                    | Follow an annotated score to play an instrumental break                                  | TAB chord diagrams                                            | TAB for melody                                                       |
|        | Perform  | Sing/play in Music Assembly and/or film for publication on Dojo                                                                                             |          |                                                                                                                      |                                                                                          |                                                               |                                                                      |

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|               | Strand   | Autumn 1                                                                      | Autumn 2              | Spring 1                                                                                            | Spring 2                                                                        | Summer 1                                                                                                                                                | Summer 2 |
|---------------|----------|-------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Year 6</b> | Sing     | Vocal warmups for a variety of purposes<br>Focus song(s) to be accompanied    |                       | Vocal warmups for a variety of purposes, including more complex rounds and simple harmonies         |                                                                                 | Use speaking voice rhythmically and expressively to perform a rap<br>Learn and practise songs for end of year performance, including some two-part work |          |
|               | Play     | Ukulele development, extending chord range and fluency of chord changes       |                       | Play simple melodies correctly on keyboard, following simple notation                               | Learn a head tune and improvise in Jazz style                                   | Investigate and experiment with electronic instruments                                                                                                  |          |
|               | Listen   | To each other as critical friends                                             |                       | A variety of styles as accompaniment tracks for playing                                             | Jazz pieces with less common time signatures                                    | Hip-hop genre; consider how music is used to create atmosphere and interest in rapped-over tracks                                                       |          |
|               | Compose  | Chord progressions and strum patterns to practise changes                     |                       | Compose 4-beat segments, following rules, to create a class composition                             | Improvise in Jazz style                                                         | In pairs using Garage Band, compose a textured backing track over which to perform a rap                                                                |          |
|               | Notation | Review TAB chord diagrams                                                     | Review TAB for melody | Follow standard notation (plus awareness of bass clef) for rhythm and pitch to play simple melodies | Use standard notation to learn a head tune; develop an awareness of syncopation | Chosen method to aid composition in Garage Band                                                                                                         |          |
|               | Perform  | In Music Assembly and/or in the Christmas Church Service<br>As a class (film) |                       | As a class or in small groups on chosen piece from repertoire (film)                                | As a class with individual improvisations (film)                                | Perform rap over track<br>Perform end of year show to school and parents                                                                                |          |