

Subject Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> <i>Listen and Appraise</i>  <i>Explore and create</i>  <i>Sing and play</i>  <i>Share and perform</i>	Charanga  Me!  Learn to sing nursery rhymes and action songs  Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	Charanga  My stories  Learn to sing nursery rhymes and action songs  I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Charanga  Everyone!  Learn to sing nursery rhymes and action songs  Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes	Charanga  Our World  Learn to sing nursery rhymes and action songs  Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Charanga  Big Bear Funk- a transition Unit that prepares children for their musical learning in Year 1.	Charanga  Reflect, rewind and replay  Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
	Skills <ul style="list-style-type: none"> <li>• Listen and respond to different styles of music</li> <li>• Listen to, learn to sing or sing along with nursery rhymes and action songs</li> <li>• Play classroom instruments</li> <li>• Share and perform the learning that has taken place.</li> </ul>					
<b>Key Stage 1</b>	<b>National Curriculum Subject content Key stage 1</b>					

	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
<b>Year 1</b>  Ongoing Focus- Learning new musical skills/concepts and revisiting them over time and with increasing depth	Unit 1  How do we make friends when we sing together?	Unit 2  How does music tell us stories about the past?	Unit 3  How does music make the world a better place?	Unit 4  How does music help us to understand our neighbours?	Unit 5  What songs can we sing to help us through the day?	Unit 6  How does music teach us about looking after our planet?
	<p><b><u>Skills for Year 1</u></b></p> <p><b><u>Musicianship: Understanding Music</u></b> Using body percussion, instruments and voices, In the key centres of: C major, F major, G major, A minor, Find and keep a steady beat, Copy back simple rhythmic patterns using long and short, Copy back simple melodic patterns using high and low</p> <p><b><u>Listening:</u></b> Move and dance with the music, Find the steady beat, Talk about feelings created by the music/song, Recognise some band and orchestral instruments, Describe tempo as fast or slow, Describe dynamics as loud and quiet, Join in sections of the song eg. chorus, Begin to understand where the music fits in the world, Begin to understand about different styles of music</p> <p><b><u>Singing</u></b> Demonstrate good singing posture, Sing songs from memory, Copy back intervals of an octave and fifth (high, low), Sing in unison</p> <p><b><u>Notation</u></b>          Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation, Standard notation using crotchets, quavers and minims, and simple combinations of CDEFG,FGA,DEF"GA</p> <p><b><u>Playing Instruments</u></b> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major</p> <p><b><u>Creating: Improvising</u></b> Explore improvisation within a major scale using the notes C D E and F G A</p> <p><b><u>Creating: Composing</u></b> Create a simple melody using crotchets and minims: CD, CDE, CDEF,CDEFG Start and ending on the note C, FG,FGA,FGAC,FGACD Start and ending on the note F</p> <p><b><u>Performing</u></b> Enjoy and have fun performing, Choose a song/songs to perform to a well-known audience, Prepare a song to perform, Communicate the meaning of the song Add actions to the song, Play some simple instrumental parts</p>					

<b>Year 2</b> Ongoing Focus- Learning new musical skills/concepts and revisiting them over time and with increasing depth	Unit 1  How does music help us to make friends?	Unit 2  How does music teach us about the past?	Unit 3  How does music make the world a better place?	Unit 4  How does music teach us about our neighbours?	Unit 5  How does music make us happy?	Unit 6  How does music teach us about looking after our planet?
	<b><u>Skills for Year 2</u></b>  <b><u>Musicianship: Understanding Music</u></b> Using body percussion, instruments and voices, In the key centres of: C major, G major, A minor, Find and keep a steady beat, Copy back simple rhythmic patterns using long and short, Copy back simple melodic patterns using high and low					

**Listening:** Move and dance with the music confidently, Talk about how the song makes you feel, Find different steady beats, Describe tempo as fast or slow, Describe dynamics as loud and quiet, Join in sections of the song eg call and response, Start to talk about the style of a song, Recognise some band and some orchestral instruments, Start to talk about where music might fit into the world

**Singing** Sing as part of a choir, Demonstrate good singing posture, Sing songs from memory and/ or notation, Sing to communicate the meaning of the words, Sing in unison and sometimes in parts, Understand and follow the leader or conductor, Add actions to a song, Join in sections of the song eg. chorus

**Notation**  
Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation, Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of CDEFGAB, GABDEF, FGABbCDE, Identify hand signals as notation and recognise music notation on a staff of five lines

**Playing Instruments** Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and G major

**Playing the recorder** Rehearse and learn a simple instrumental part by ear or from notation using the notes GABBBCEF

**Creating: Improvising** Explore improvisation within a major scale using the notes CDE and CGA, GAB, FGA

**Creating: Composing** Create a simple melody using crotchets and minims: CD, CDE, CDEF, CDEFG Start and ending on the note C (C Major), GA, GAB, GABD, GABDE, start and ending on the note G (Pentatonic on G) FG, FGA, FGAC, FGACD, Start and ending on the note F (Pentatonic on F)

**Performing** Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence, Decide on any actions, instrumental parts/improvisatory ideas/ composed passages to be practised and included in the performance, Talk about what the song means and why it was chosen to share, Talk about the difference between rehearsing a song and performing it

**National Curriculum Subject content Key Stage 2**  
**Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

Year 3 Ongoing Focus- Learning new musical skills/concepts and revisiting them over time and with increasing depth	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	How does music bring us closer together?	What stories does music tell us about the past?	How does music help us to make the world a better place?	How does music help us to get to know our community?	How does music make a difference to us every day?	How does music connect us with our planet?

	<p><u>Skills for Year 3</u></p> <p><b>Musicianship: Understanding Music</b> Using body percussion, instruments and voices, In the key centres of: C major, F major, G major, A minor, In the time signatures of: 2/4, 3/4, 4/4, Find and keep a steady beat, Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests, Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC</p> <p><b>Listening:</b> Share your thoughts and feelings about the music together, Find the beat or groove of the music, Invent different actions to move in time with the music, Talk about what the song means, Identify some instruments you can hear playing, Identify if it's a male or female voice, Talk about the style of the songs</p> <p><b>Singing</b> Sing as part of a choir, Demonstrate good singing posture, Sing unit songs from memory and/ or notation, Sing with awareness of following the beat, Sing with attention to clear diction, Sing expressively, with attention to the meaning of the words, Sing in unison, Understand and follow the leader or conductor, Copy back simple melodic phrases using the voice</p> <p><b>Notation</b></p> <p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation, Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of CDEFGAB, FGABbC, GABCDE, EF"G"AB, Reading and responding to minims, crotchets, and quavers, Identifying: Stave, Treble Clef, Time signature</p> <p><b>Playing Instruments</b> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major G major and E major</p> <p><b>Playing the recorder</b> Rehearse and learn a simple instrumental part by ear or from notation using the notes CDEFF"G"AB and Bb</p> <p><b>Creating: Improvising</b> Explore improvisation within a major scale using the notes CDE and CDEGA, GAB, GABDE, FGA</p> <p><b>Creating: Composing</b> Create a simple melody using crotchets and minims: CD, CDE, CDEG, CDEGA Start and ending on the note C (Pentatonic on C), CD, CDE, CDEF, CDEFG, Start and ending on the note C (C major) FG, FGA, FGABb, FGABbC Start and ending on the note F (F major) GA, GAB, GABC, GABCD Start and ending on the note G (G major)</p> <p><b>Performing</b> Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence, Include any actions, instrumental parts/improvisatory ideas/ composed passages within the rehearsal and in the performance, Talk about what the song means and why it was chosen to share, Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment</p>					
<b>Year 4</b> Ongoing Focus Learning new musical skills/concepts and revisiting them over	Unit 1  How does music bring us together?	Unit 2  How does music connect us with our past?	Unit 3  How does music make the world a better place?	Unit 4  How does music teach us about our community?	Unit 5  How does music shape our way of life?	Unit 6  How does music connect us with the environment?

time and with increasing depth.						
	<p><u>Skills for Year 4</u></p> <p><b>Musicianship: Understanding Music</b> Using body percussion, instruments and voices, In the key centres of: C major, F major, G major, A minor, In the time signatures of: 2/4, 3/4, 4/4, Find and keep a steady beat, Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation, Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC</p> <p><b>Listening</b> Talk about the words of a song Think about why the song was written Find and demonstrate the steady beat Identify 2/4, 3/4, and 4/4 metre Identify the tempo as fast, slow, or steady Recognise the style of music you are listening to Discuss the structures of songs Identify: Call and response A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words Programme music Explain what a main theme is and identify when it is repeated Know and understand what a musical introduction is and its purpose Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic scale by ear and from notation Describe legato and staccato Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae</p> <p><b>Singing</b> Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture Demonstrate good singing posture Demonstrate vowel, blended sounds, and consonants Sing 'on pitch' and 'in time' Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to staccato and legato Talk about the different styles of singing used for different styles of song Talk about how the songs and their styles connect to the world</p> <p><b>Notation</b></p> <p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B<math>\flat</math> C G A B C D E F<math>\sharp</math> D E F<math>\sharp</math> G A B C Reading and responding to minims, crotchets, and quavers Identifying: Stave Treble clef Time signature</p> <p><b>Playing Instruments</b> Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major</p> <p><b>Playing the recorder</b> Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation</p> <p><b>Creating: Improvising</b> Explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F<math>\sharp</math> A B, D E F G A</p> <p><b>Creating: Composing</b> Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G Start and ending on the note C (C major) D E D E F D E F G D E F G A Start and ending on the note D (D minor) G A G A B G A B D G A B D E Start and ending on the note G (G major)</p>					

**Performing** Rehearse and enjoy the opportunity to share what has been learned in the lessons Perform, with confidence, a song from memory or using notation Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song Communicate the meaning of the words and articulate them clearly Use the structure of the song to communicate its mood and meaning in the performance Talk about what the rehearsal and performance has taught the student Understand how the individual fits within the larger group ensemble Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback, consider how future performances might be different

<b>Year 5</b>  Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth.	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	How does music bring us together?	How does music connect us with our past?	How does music make the world a better place?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?



### Skills for Year 5

**Musicianship: Understanding Music** Using body percussion, instruments and voices In the key centres of: C major, D major, F major, A minor In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCDE

**Listening** Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre Identify the musical style of a song Identify instruments by ear and through a range of media Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic and blues scales by ear and from notation Explain the role of a main theme in musical structure Know and understand what a musical introduction is and its purpose Explain rapping Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals

**Singing** Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing 'on pitch' and 'in time' Sing a second part in a song Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor

**Notation** Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A Bb C D E G A B C D E F# Ab Bb C Db Eb F G G G# A Bb C D E F G A B C Identifying: Stave Treble clef Time signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign

**Playing Instruments** Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, Ab major, D minor

**Playing the recorder** Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, Ab major, D minor by ear or from notation

**Creating: Improvising** Explore improvisation within a major scale using the notes C D Eb F G, C D E F G, C D E G A, F G A Bb C, D E F G A

**Creating: Composing** Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) F G F G A F G A Bb F G A Bb C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor)

**Performing** Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song A student leads part of the rehearsal and part of the performance Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses of a performance Collect feedback from the audience and reflect how future performances might be different



# Whole School Music Overview 2021-2022

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<p><b>Year 6</b></p> <p><i>Listen and Appraise</i></p> <p><i>Musical Activities</i></p> <p><i>Performance</i></p> <p><i>Extension Activities</i></p> <p>Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p>	<p>Unit 1</p> <p>How does music bring us together?</p>	<p>Unit 2</p> <p>How does music connect us with our past?</p>	<p>Unit 3</p> <p>How does music make the world a better place?</p>	<p>Unit 4</p> <p>How does music teach us about our community?</p>	<p>Unit 5</p> <p>How does music shape our way of life?</p>	<p>Unit 6</p> <p>How does music connect us with the environment?</p>
	<p><u>Skills for Year 6</u></p> <p><b>Musicianship:</b> Using body percussion, instruments and voices In the key centres of: C major, F major, G major, D major, A minor, D minor In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB<math>\flat</math>CDE, GAB<math>\sharp</math>CDEF#, DEF#GABC#, ABCDEFG</p> <p><b>Listening:</b> Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Identify 2/4, 4/4, 3/4, 6/8 and 5/4 Identify the musical style of a song using some musical vocabulary to discuss its musical concepts Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality, triads I, IV and V, and intervals within a major scale Explain the role of a main theme in musical structure Know and understand what a musical introduction and outro is and its purpose Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups</p> <p><b>Singing</b> Rehearse and learn Year 6 Unit songs from memory and/or with notation Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 Sing with and without an accompaniment Sing syncopated melodic patterns Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Lead a singing rehearsal Talk about the different styles of singing used for the different styles of songs sung in this year Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world</p> <p><b>Notation</b> Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of: C D E F G A B F G A B<math>\flat</math> C D E F G A<math>\flat</math> B<math>\flat</math> C D E<math>\flat</math> G A B<math>\flat</math> C D E F G A B C D E F<math>\sharp</math> D E F G A D E F<math>\sharp</math> A B C<math>\sharp</math> E F<math>\sharp</math> G G<math>\sharp</math> A B C<math>\sharp</math> E<math>\flat</math> F G A<math>\flat</math> B<math>\flat</math> C D Identifying: dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign</p>					

**Playing Instruments** Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$  major, D minor, F minor by ear or from notation

**Creating: Improvising** Explore improvisation within a major scale using the notes C D E F G, G A B $\flat$  C D, G A B C D, F G A C D

**Creating: Composing** Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F) F G F G A $\flat$  F G A $\flat$  B $\flat$  F G A $\flat$  B $\flat$  C Start and ending on the note F (F minor)

**Performing** Create, rehearse and present a holistic performance for a specific event, for an unknown audience Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the value of choreographing any aspect of a performance A student or a group of students rehearse and lead parts of the performance Understand the importance of the performing space and how to use it Record the performance and compare it to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance Discuss how the performance might change if it was repeated in a larger/smaller performance space