

**Skills covered:**

Listening and Appraising

Musical Activities including singing, playing instruments, improvisation & composition

Performance

FS	Charanga- My Stories The children will have a chance to develop an understanding of storytelling through music.	Charanga- Big Bear Funk We will be focussing on a Transition unit that prepares children for their musical learning in Year .
	Children will: learn to sing songs, make music and dance, and experiment with ways of changing them (ELG) . Skills covered: <ul style="list-style-type: none"> ● Beginning to move rhythmically. ● Imitates movement in response to music. ● Taps out simple repeated rhythms. ● Explores the different sounds of instruments. ● Explores and learns how sounds can be changed. ● Sings a few familiar songs. ● Builds a repertoire of songs and dances. 	Children will: also use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (ELG) . Skills covered: <ul style="list-style-type: none"> ● Creates movement in response to music. ● Sings to self and makes up simple songs. ● Make up their own rhythms. ● Understands that different media can be combined to create new effects (to create sound). ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● Plays alongside other children who are engaged in the same theme.
	Music is taught through the above units but also through play based learning in provision where children have access to musical instruments and freedom to explore. The skills are taught and nurtured throughout the year before considering how both ELG have been achieved and met at the end of the academic year. Concepts: Melody Rhythm Pitch Performance	

Y1	<p align="center"><u>Listen & Appraise as required on the National Curriculum:</u> Rondo alla Turca Mozart (Classical) Mars from The Planets Holst (20th Century) (Art Pop) Wild Man Kate Bush (Blues) Runaway Blues Ma Rainey (Musical Traditions – Brazil) Samba Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown</p>		
<p align="center"><u>Autumn - Hey You</u></p> <p>Children will learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes. Performance Purpose: Performing to the other Y1 class</p> <p align="center"><u>Skills covered:</u></p> <p>Enjoy moving to music by dancing, marching, being animals or pop stars. Treat musical instruments with respect when improvising using the musical challenges available. Perform the song with an understanding that it is for an audience.</p> <p align="center">Concepts: Pulse Rhythm Pulse Composition Harmony Melody</p>	<p align="center"><u>Spring - Use Your Imagination</u></p> <p>Children will learn to find and follow a pulse as well as recognising different instruments and composing their own piece of music. Performance Purpose: Uploading onto Class Dojo for parents</p> <p align="center"><u>Skills covered:</u></p> <p>Enjoy moving to music and understanding how movements can change with the selected song choice. Play a tuned instrumental part with the song they perform. Listen to and follow musical instructions from a leader. Learn how the notes of the composition can be written down and changed if necessary. Record the performance and say how they were feeling about it.</p> <p align="center">Concepts: Notation Pitch Tempo Rhythm Performance Composition</p>	<p align="center"><u>Summer - Charanga - Djembe</u></p> <p>Children will learn to play two note rhythms using a djembe. Focus will be on whole group performance and call and response. Performance Purpose: Whole school performance..</p> <p align="center"><u>Skills covered:</u></p> <p>Enjoy moving to music whilst listening to and discussing well known songs. Learn to play an instrumental part that matches their musical challenge. Help to create a simple melody using one or two notes. They can add their ideas to the performance.</p> <p align="center">Concepts: Timbre Pitch Tempo Rhythm Performance</p>	
Y2	<p align="center"><u>Listen & Appraise as required on the National Curriculum:</u> Period Night Ferry Anna Clyne (21st Century)</p>		

<p style="text-align: center;">Bolero Ravel (20th Century) (Rock n Roll) Hound Dog Elvis Presley (Pop)With A Little Help from My Friends The Beatles (Musical Traditions – Indonesia) Gamelan Baris Gong Kebyar of Peliatan</p>		
<p style="text-align: center;"><u>Singing lessons with singing teacher (Spring Term)</u> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader Performance Purpose: working towards Easter performance</p>		
<p style="text-align: center;"><u>Autumn -</u> Pulse & Rhythm</p> <p style="text-align: center;">Performance Purpose:</p> <p style="text-align: center;"><u>Skills covered:</u> Enjoy moving to music by dancing, marching, being animals or pop stars. Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one- note, simple or medium part. Play the part in time with the steady pulse. Help create three simple melodies with the Units using one, three or five different notes. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p style="text-align: center;">Concepts: Timbre Pitch Notation Tempo</p>	<p style="text-align: center;"><u>Spring -</u> Pitch & Harmony</p> <p style="text-align: center;">Performance Purpose:</p> <p style="text-align: center;"><u>Skills covered:</u> To learn how songs can tell a story or describe an idea. Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part. Play the part in time with the steady pulse. Help create three simple melodies with the Units using one, three or five different notes. Be able to find a comfortable singing position. Learn about voices singing notes of different pitches (high and low). They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p style="text-align: center;"><u>Summer –</u> Refining singing techniques and performance</p> <p style="text-align: center;">Performance Purpose:</p> <p style="text-align: center;"><u>Skills covered:</u> To learn how songs can tell a story or describe an idea. Learn how the notes of the composition can be written down and changed if necessary. Listen to and follow musical instructions from a leader. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p style="text-align: center;">Concepts: Melody Composition Timbre Pitch Tempo Rhythm Performance</p>

	Rhythm Performance	Concepts: Timbre Pitch Notation Tempo Rhythm Performance		
Y3	<u>Listen & Appraise as required on the National Curriculum:</u> Hallelujah from Messiah Handel (Baroque) Night on a Bare Mountain3 Mussorgsky (Romantic) Jai Ho from Slumdog Millionaire A. R. Rahman (21st Century) (Funk) I Got You (I Feel Good) James Brown (Traditional Music –Indian Classical) Sahela Re Kishori Amonkar			
	<u>BBC Ten Pieces</u>	<u>Charanga</u>	<u>Optional Unit</u>	<u>Music Reading Comprehension</u>

	<p style="text-align: center;"><u>Autumn</u> <u>Peter and the Wolf - Prokefiev</u></p> <p>This unit will be a fantastic introduction to the instruments of the orchestra. They will listen and understand different instruments and sections of an orchestra, create their own piece of music using instruments and voice and perform as an ensemble</p> <p>Performance Purpose: perform to the other Y3 class.</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p>To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse,</p>	<p style="text-align: center;"><u>Spring & Summer</u> <u>Glockenspiel stage 1 Mixed Styles</u></p> <p>For this half term, we will be focussing on our ability to follow notation when playing an instrument. This will lead onto our ability to improvise whilst using a glockenspiel within a given pulse. From this we will select elements we liked before composing our own piece.</p> <p>Performance Purpose: Uploading onto ClassDojo for parents to watch</p> <p style="text-align: center;"><u>Skills covered:</u></p> <p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel.</p> <p>To treat instruments carefully and with respect. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation displayed.</p> <p>Improvise using instruments in the context of the song they are learning to perform.</p>	<p style="text-align: center;"><u>Let Your Spirit Fly</u></p> <p>To start the year off, we will be familiarising ourselves with musical terms such as rhythm, pulse and pitch. This will come through as we focus on listening, appraising and singing along to a selection of songs before moving on to more musical activities which allow us to experiment with our voices.</p> <p style="text-align: center;">Concepts: Melody Harmony Pitch Tempo Rhythm</p>	<p style="text-align: center;">It Feels like Christmas - Muppets' Christmas Carol (link to RE - Autumn 2)</p> <p style="text-align: center;">Zero to Hero - Disney's Hercules (Spring 1)</p> <p style="text-align: center;">Colours of the Wind - Pocahontas (Spring 2)</p> <p style="text-align: center;">Ironic - Alanis Morissette (Summer 2)</p> <p style="text-align: center;">Skills covered: To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>
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Subject Overview

Subject: Music

Year 2020/2021

	<p>rhythm, pitch, dynamics and tempo.</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>Concepts: Timbre Pitch Tempo Rhythm Composing Performance</p>	<p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>Concepts: Pitch Rhythm Composing Performing Notation</p>	<p>Composing Performance</p>	
<p>Y4</p>	<p><u>Listen & Appraise as required on the National Curriculum:</u> Symphony No. 5 Beethoven (Classical) O Euchari Hildegard (Early) For the Beauty of the Earth Rutter (20th Century) (Jazz) Take the 'A' Train Billy Strayhorn/Duke Ellington Orchestra (90s Indie) Wonderwall Oasis (Punjab/UK Bhangra) Bhabiye Akh Larr Gayee Bhujhangy Group (Trinidad Calypso) Tropical Bird Trinidad Steel Band</p> <p><u>Singing lessons with singing teacher</u> <u>Skills covered:</u> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo.</p>			

To sing with awareness of being 'in tune'.
To rejoin the song if lost.
To listen to the group when singing.

Performance Purpose: working towards Christmas and Easter performances

Concepts:

Melody
Harmony
Pitch
Tempo
Timbre

Autumn -
Pulse & Rhythm

Performance Purpose:

Skills covered:

Enjoy moving to music by dancing, marching, being animals or pop stars.

Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part.

Play the part in time with the steady pulse.

Help create three simple melodies with the Units using one, three or five different notes.

They can add their ideas to the performance.

Record the performance and say how they were feeling about it.

Spring -
Pitch & Harmony

Performance Purpose:

Skills covered:

To learn how songs can tell a story or describe an idea.

Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part.

Play the part in time with the steady pulse.

Help create three simple melodies with the Units using one, three or five different notes.

Be able to find a comfortable singing position.

Learn about voices singing notes of different pitches (high and low).

They can add their ideas to the performance.

Record the performance and say how they were feeling about it.

Summer -
Refining singing techniques and performance

Performance Purpose:

Skills covered:

To learn how songs can tell a story or describe an idea.

Learn how the notes of the composition can be written down and changed if necessary.

Listen to and follow musical instructions from a leader.

They can add their ideas to the performance.
Record the

Music Reading Comprehension

Do they know it's Christmas? - Band Aid (Autumn 2 - link to RE).

A Whole New World- Disney's Aladdin (Spring 1)

Pompeii- Bastille (Summer - link to the Ancient Romans)

Skills covered:

To think about what the words of a song mean.

To take it in turn to discuss how the song makes them feel.

Listen carefully and respectfully to other people's

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	<p>Concepts: Timbre Pitch Notation Tempo Rhythm Performance</p>	<p>Concepts: Timbre Pitch Notation Tempo Rhythm Performance</p>	<p>performance and say how they were feeling about it.</p> <p>Concepts: Melody Composition Timbre Pitch Tempo Rhythm Performance</p>	<p>thoughts about the music.</p>
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					<p>Do they know it's Christmas? - Band Aid (Autumn 2 - link to RE).</p> <p>A Whole New World- Disney's Aladdin (Spring 1)</p> <p>Pompeii- Bastille (Summer - link to the Ancient Romans)</p> <p>Skills covered: To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>
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Y5	<p align="center"><u>Listen & Appraise as required on the National Curriculum:</u> (English Folk Song) Suite Vaughan Williams (20th Century Symphonic) Variations on an African Air Coleridge-Taylor (20th Century) This Little Babe from Ceremony of Carols Britten (90s Singer/Songwriter) Play Dead Björk (80s Synth/Pop) Smalltown Boy Bronski Beat (Nigeria Drumming) Jin-Go-La-Ba (Drums of Passion) Babatunde Olatunji (South Africa Choral) Inkanyezi Nezazi Ladysmith Black Mambazo</p>		
	<u>BBC Ten Pieces</u>	<u>Ukuleles</u>	<u>Music Reading Comprehension</u>
	<p align="center"><u>Autumn</u> <u>Ride of the Valkyries by Richard Wagner</u></p> <p>In this unit children will listen and reflect on a piece of orchestral music, invent their own musical motifs and structure them into a piece, perform as an ensemble, learn musical language appropriate to the task</p> <p>Performance Purpose: Perform for the other Y5 class</p> <p align="center"><u>Skills covered:</u> To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.</p>	<p align="center"><u>Spring & Summer</u> <u>Ukuleles</u></p> <p>Y5 will spend the year learning how to play the ukulele. They will learn chords to a selection of songs across various eras. Alongside this, children will learn about rhythm, notation, genre, tempo, pitch and dynamics.</p> <p>Performance Purpose: Filmed on iPads for the whole school performance</p> <p align="center"><u>Skills covered:</u> To identify and move to the pulse with ease. When you talk try to use musical words. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance.</p>	<p>I am a Rock - Simon & Garfunkel (links to Viking Gods)</p> <p>Monosyllabic Girl - NOFX (monotheism link to Vikings)</p> <p>Big Yellow Taxi - Joni Mitchell</p> <p>Space Oddity - David Bowie (space link)</p> <p align="center"><u>Skills covered:</u> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>

	<p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Concepts: Pitch Tempo</p>	<p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p>Concepts: Pitch Tempo Rhythm Performing Notation</p>	
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	<p>Rhythm Composing Performing Notation</p> <p>Y5 visit to Halle Orchestra</p>		
Y6	<p><u>Listen & Appraise as required on the National Curriculum:</u> 1812 Overture Tchaikovsky (Romantic) Connect It Anna Meredith (21st Century) (90s RnB) Say My Name Destiny's Child (Middle East Folk) Sprinting Gazelle Reem Kelani (England Folk) Sea Shanties Various (Poland Folk) Mazurkas Op. 24 Chopin (Argentina Tango) Libertango Piazzolla</p> <p><u>Singing lessons with singing teacher (Autumn Term)</u> Performance Purpose: working towards Christmas and Easter performances <u>Skills covered:</u> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. 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'.</p> <p>Concepts: Melody Harmony Pitch</p>		

Subject Overview

Subject: Music

Year 2020/2021

	Tempo Timbre
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	<p style="text-align: center;"><u>Autumn -</u> Pulse & Rhythm</p> <p style="text-align: center;">Performance Purpose:</p> <p style="text-align: center;"><u>Skills covered:</u> Enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p style="text-align: center;">Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part. Play the part in time with the steady pulse. Help create three simple melodies with the Units using one, three or five different notes.</p> <p style="text-align: center;">They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p style="text-align: center;">Concepts: Timbre Pitch Notation Tempo Rhythm Performance</p>	<p style="text-align: center;"><u>Spring -</u> Pitch & Harmony</p> <p style="text-align: center;">Performance Purpose:</p> <p style="text-align: center;"><u>Skills covered:</u> To learn how songs can tell a story or describe an idea.</p> <p style="text-align: center;">Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part. Play the part in time with the steady pulse. Help create three simple melodies with the Units using one, three or five different notes. Be able to find a comfortable singing position. Learn about voices singing notes of different pitches (high and low).</p> <p style="text-align: center;">They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p style="text-align: center;">Concepts: Timbre Pitch Notation Tempo Rhythm Performance</p>	<p style="text-align: center;"><u>Summer –</u> Refining singing techniques and performance</p> <p style="text-align: center;">Performance Purpose:</p> <p style="text-align: center;"><u>Skills covered:</u> To learn how songs can tell a story or describe an idea. Learn how the notes of the composition can be written down and changed if necessary. Listen to and follow musical instructions from a leader. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p style="text-align: center;">Concepts: Melody Composition Timbre Pitch Tempo Rhythm Performance</p>	<p style="text-align: center;"><u>Music Reading Comprehension</u> I'll be there for you (Friends theme tune) - The Rembrandts (Autumn Term - Linked to PSHE)</p> <p style="text-align: center;">The Trooper - Iron Maiden (Spring Term)</p> <p style="text-align: center;">A Million Dreams - The Greatest Showman (Summer term - link to final performance)</p> <p style="text-align: center;"><u>Skills covered:</u> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>
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<p>Extra-Curricular Activities & Additional Performances</p>	<p><u>Class Assemblies(throughout the year)</u> - One of the main opportunities the children get at understanding what a performance is and working towards the purpose of entertaining their families. Children will listen and appraise songs before selecting one that they would enjoy performing and rehearse their melodies and pitching.</p> <p><u>Nightingale Care Home - Christmas Carolling (Autumn 2)</u> - The children will focus their singing on one particular genre of music and rehearse melodies, pitches etc. together with the purpose of performing to the residents in a Care Home to provide entertainment and cheer.</p> <p><u>Pantomime visit</u> - The school's children have the opportunity to engage with music in a theatrical setting and develop an understanding of how music can communicate feelings which and as a form of expression, for example, a ballad might be a way to communicate feelings of sadness and a more upbeat tempo can be used to express happiness or excitement and celebration.</p> <p><u>Harvest, Christmas & Easter Performances (KS1 & KS2)</u> - The children sing together creating melodies with their voices and the occasional use of instruments focussing on one genre with the purpose of entertaining their families. Harmonies and parts are also considered when supported by Sheffield Music Hub's singing teacher.</p> <p><u>Y5 Halle Orchestra visit (March 2021)</u> - Children will be able to experience a live performance from actual musicians and consider the timbre of a variety of instruments. They will be able to engage with music from other cultures and how this means that rhythms and tempos may differ according to genre.</p> <p><u>KS2 visit to Ecclesfield Comprehensive Performance</u> - The children get to appreciate a group of performers who have rehearsed and worked towards amateur dramatics performance. The children listen and appraise music from a variety of genres (e.g. 80's music) and appreciate the timbre quality of people's voices.</p> <p><u>Arches Dance Festival (April 2021)</u> - Children will have the opportunity to engage with a variety of music from a range of genres. This will promote the listening and appraising skills.</p> <p><u>School Choir (Summer term)</u> - Children can develop their musical abilities and skills to pitch their voices correctly, consider harmony and sing together in melody. Children will work towards a performance for parents at the end of the club. Individual children will be offered the opportunity to perform solos or duet parts in order to build confidence and encourage them to pursue music and recognise their talents.</p> <p><u>Y6 Leavers' Performance (Summer 2)</u> - Children are encouraged to pursue their talents and celebrate their achievements as they work towards performing for an audience. Solo and Duet performances are incorporated throughout. Children will experiment with harmony, develop timbre and focus on pitching their vocals to create quality sounding performances.</p>
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