

Music - 2021-2022 - Overview

EYFS	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	<p><u>Getting Into Music - Singing</u> Introducing the children to music and sounds.</p> <p>Beginning to build up a repertoire of songs.</p> <p>Creates movement in response to music.</p> <p>Maintains attention and is confident to share with a group.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>Celebration Music</u> <i>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</i></p> <p>Learn rhymes, poems and songs; listening and paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<p><u>Exploring Sound</u> <i>Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.</i></p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore the sounds different tuned and unturned instruments make.</p> <p>Explore use of the voice in different ways.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p>	<p><u>Music and Movement</u> <i>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</i></p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><u>Musical Stories</u> <i>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</i></p> <p>Learn rhymes, poems and songs; listening and paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> <p>-Create collaboratively sharing ideas, resources and skills.</p> <p>Explore the sounds different tuned and unturned instruments make.</p>	<p><u>Instrument Investigation</u> <i>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an unturned instrument and performing a practised song.</i></p> <p>Explore the sounds different tuned and unturned instruments make.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>

Year 1	Unit 1	Unit 2	Unit 3	Unit 4		
	<p><u>Listening Time</u> Explain what they like or dislike about a piece of music and describe what it is like in terms of speed and mood. Identify and describe the pulse, texture and timbre.</p> <p><u>Pulse and Rhythm</u> Sing simple songs, chants and rhymes.</p> <p>Follow directions on how and when to play or sing,</p> <p>Identify the pulse and rhythm of music, using body percussion and percussion instruments.</p> <p>Invent and recall rhythmic patterns.</p> <p>Perform repeated rhythmic patterns (ostinato) using body percussion and percussion instruments.</p>	<p><u>Listening Time</u> Explain what they like or dislike about a piece of music and describe what it is like in terms of speed and mood. Identify and describe the pulse, texture and timbre.</p> <p><u>Dynamics and Tempo</u> Sing simple songs, chants and rhymes.</p> <p>Follow directions on how and when to play or sing,</p> <p>Perform chants and use body and instrument percussion to denote rhythmic syllables.</p> <p>Hold a steady beat whilst the tempo changes.</p> <p>Create music in response to given stimuli.</p>	<p><u>Listening Time</u> Explain what they like or dislike about a piece of music and describe what it is like in terms of speed and mood. Identify and describe the pulse, texture and timbre.</p> <p><u>Pitch</u> Sing simple songs, chants and rhymes.</p> <p>Follow directions on how and when to play or sing,</p> <p>Sing in varying pitches, discussing the difference in sounds.</p> <p>Explore percussion instruments and create soundscapes for storytelling.</p>	<p><u>Listening Time</u> Explain what they like or dislike about a piece of music and describe what it is like in terms of speed and mood. Identify and describe the pulse, texture and timbre.</p> <p><u>Notation</u> Sing simple songs, chants and rhymes.</p> <p>Follow directions on how and when to play or sing.</p> <p>Follow and create graphic notation to represent sounds (dot).</p>		

Year 2	Unit 1	Unit 2	Unit 3	Unit 4		
	<p><u>Listening Time</u> Explore the variety of purposes for listening to and playing music. Identify and describe the pulse, texture and timbre, rhythm, dynamics and tempo. Describe how an instrument has been used for representation and the sound it makes.</p> <p><u>Duration</u> Sing a melody accurately at the correct pitch.</p> <p>Follow directions on how and when to play or sing from the conductor and using visual symbols.</p> <p>Identify long and short sounds in music.</p> <p>Create music in response to a non-musical stimulus.</p> <p>Improvise question and answer phrases using voice and unturned percussion.</p>	<p><u>Listening Time</u> Explore the variety of purposes for listening to and playing music. Identify and describe the pulse, texture and timbre, rhythm, dynamics and tempo. Describe how an instrument has been used for representation and the sound it makes.</p> <p><u>Texture</u> Sing a melody accurately at the correct pitch.</p> <p>Follow directions on how and when to play or sing from the conductor and using visual symbols.</p> <p>Follow, create and record graphic notation to represent sounds for tuned percussion – dot notation.</p> <p>Carefully choose instruments to combine layers of sound.</p>	<p><u>Listening Time</u> Explore the variety of purposes for listening to and playing music. Identify and describe the pulse, texture and timbre, rhythm, dynamics and tempo. Describe how an instrument has been used for representation and the sound it makes.</p> <p><u>Structure</u> Sing a melody accurately at the correct pitch.</p> <p>Follow directions on how and when to play or sing from the conductor and using visual symbols.</p> <p>Follow, create and record graphic notation to represent rhythms – symbols and stick notation.</p> <p>Technology to capture, change and combine sounds.</p> <p>Respond to pitch changes by indication with actions.</p>	<p><u>Listening Time</u> Explore the variety of purposes for listening to and playing music. Identify and describe the pulse, texture and timbre, rhythm, dynamics and tempo. Describe how an instrument has been used for representation and the sound it makes.</p> <p><u>Rhythm and Notation</u> Sing a melody accurately at the correct pitch.</p> <p>Follow directions on how and when to play or sing from the conductor and using visual symbols.</p> <p>Listen and recall rhythmic and melodic patterns, including to match word phrases.</p> <p>Copy and invent rhythms for others on unturned percussion.</p> <p>Mark the beat by tapping or clapping in time, for syncopation (1 is strongest, followed by 3) and time signature.</p> <p>Follow, create and record graphic notation to represent rhythms – symbols and stick notation.</p>		

<p>Year 3 & Year 4</p>	<p>Unit 1</p> <p><u>Listening Time</u> Use the terms pitch, rhythm, tempo, pulse timbre, texture and dynamics to describe what they hear, when discussing a piece of music. Respond to different music, using musical vocabulary to describe and compare different pieces of music. Describe how a piece evokes feelings and emotions for themselves and others.</p> <p><u>African Drumming (Djembe)</u> Improvise and compose responses and create musical ideas and song accompaniments using unturned percussion. Read, write and perform simple crotchet-and quaver notation when composing rhythms. Rhythmic notation. Follow and perform rhythmic scores, experimenting with texture, dynamics and tempo.</p>	<p>Unit 2</p> <p><u>Listening Time</u> Use the terms pitch, rhythm, tempo, pulse timbre, texture and dynamics to describe what they hear, when discussing a piece of music. Respond to different music, using musical vocabulary to describe and compare different pieces of music. Describe how a piece evokes feelings and emotions for themselves and others.</p> <p><u>Percussion (Glockenspiel)</u> Improvise and compose responses and create musical ideas and song accompaniments using percussion. Introduce staff notation and use dot notation to indicate pitch. Play and follow simple melodies and develop an understanding of tempo change. Improvise melodic and rhythmic phrases using the pentatonic scale CDEGA. Introduce major and minor chords. Read, write and perform from standard notation, including minim, crotchet, crotchet rest and quaver. Rhythmic notation and Staff notation. Compose for a given mood.</p>	<p>1 lesson (Summer 2)</p> <p><u>Vivaldi – The Four Seasons</u> Art/Movement session.</p>			
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Year 5	Unit 1	Unit 2	Unit 3
	<p><u>Listening Time</u> Use music vocabulary to explain and reason as to why music might have been composed. Describe how the elements of music have been used to create moods and effects.</p> <p><u>Notation (Boomwhacker)</u> Sing three-part rounds, partner songs and those with verses and a chorus.</p> <p>Compose melodies using C major.</p> <p>Understand and play triads. Use chords to compose music to convey a specific atmosphere or mood. Responding to given stimulus or independent choice.</p> <p>Play melodies on tuned percussion or keyboards, following staff notation.</p> <p>Record using graphic symbols, rhythm notation, staff notation and technology.</p> <p>Further understand semibreves, minims, crotchets and crotchet rests, paired quaver and semiquavers.</p> <p>Read and play short rhythmic phrases at sight from cards using conventional symbols for known rhythms and note durations.</p>	<p><u>Listening Time</u> Use music vocabulary to explain and reason as to why music might have been composed. Describe how the elements of music have been used to create moods and effects.</p> <p><u>Structure and Texture</u> Sing three-part rounds, partner songs and those with verses and a chorus.</p> <p>Improvise freely over a drone using tuned percussion to create a melody; experiment with a range of dynamics.</p> <p>Compose a ternary piece with a partner.</p> <p>Understand 2/4, 3/4 and 4/4 time signatures.</p>	<p><u>Listening Time</u> Use music vocabulary to explain and reason as to why music might have been composed. Describe how the elements of music have been used to create moods and effects.</p> <p><u>Ukulele</u> Sing three-part rounds, partner songs and those with verses and a chorus.</p> <p><i>Experiment with the sounds and notes played using the Ukulele.</i> <i>Names the parts of the Ukulele.</i> <i>Learn how to strum, finger pick and hold the Ukulele correctly.</i> <i>Learn the finger placement for the main chords.</i> <i>Perform ostinatos (repeated or chord changes) in groups with confidence.</i></p> <p>Develop the skill of playing by ear on tuned instruments.</p> <p>Further understand semibreves, minims, crotchets and crotchet rests, paired quaver and semiquavers.</p>

Year 6	Unit 1 (9 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)
	<p><u>Listening Time</u> Recall sounds accurately using aural memory. Describe how music conveys emotions and specific effects accurately Identify and explore the sounds and impact this has on the music</p> <p><u>Notation (Samba)</u> Sing songs involving syncopate rhythms. Experiment with positioning singers to develop listening skills further.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale. Incorporate rhythmic variety and interest. Play on tuned percussion. Notate this.</p> <p>Compose rhythmic or melodic accompaniments to a given stimulus.</p> <p>Further understand semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p><u>Listening Time</u> Recall sounds accurately using aural memory. Describe how music conveys emotions and specific effects accurately Identify and explore the sounds and impact this has on the music</p> <p><u>Film Music</u> Sing songs involving syncopate rhythms. Experiment with positioning singers to develop listening skills further.</p> <p>Create music with multiple sections including repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Compose melodies in G major or E minor.</p> <p>Play a melody following staff notation, making decisions about dynamics range. Accompany this melody using block chords or a bass line.</p>	<p><u>Listening Time</u> Recall sounds accurately using aural memory. Describe how music conveys emotions and specific effects accurately Identify and explore the sounds and impact this has on the music</p> <p><u>Technology / End of School</u> Sing songs involving syncopate rhythms. Experiment with positioning singers to develop listening skills further.</p> <p>Compose a ternary piece using technology software and discuss how musical contrasts are achieved.</p> <p>Use computer software (garage band) to layer up cells of sound, carefully choosing, ordering and combining the sounds with an awareness of their combined effect.</p>