

## Dane Bank Primary School Music Overview 2022/2023

The music curriculum is a spiral curriculum, with key skills being repeated. Singing, playing instruments, composing, listening to and appraising music takes place weekly.

Resources: BBC 10 pieces, Classical100, YouTube, SingUp.

The assessment focus for each half term is **highlighted in yellow** and will mainly be in the form of a video recording.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn A</b>  <b>Rhythm/ playing instruments</b>	Sing rhymes and chants Instruments. Know what instruments are made of (skin, metal, wood)	<u>Louis Armstrong (What A Wonderful World)</u> Respond to signals. Recognise and name percussion instruments. Copy a given rhythm. Clap the pulse/rhythm of a song Speak chants and rhymes.	<u>Bob Marley</u> Play given rhythms. Play/sing with varying dynamics/ tempo. Speak chants and rhymes. Sing simple two note phrases from notation. Move with the pulse to a piece of music Create musical patterns with a partner.	<u>Stone age Rhythms</u> Clap /play two ostinato rhythms simultaneously Create a rhythmic/ melodic ostinato Clap the rhythm of songs whilst others tap the pulse Copy and compose 8 beat phrase rhythms Compose using rhythm grids and notation.	<u>Florence Price (Juba Dance)</u> Play and clap rhythm notation. Listen to a range of music from different traditions. Explore and use changes of tempo/dynamics/ timbre/pitch. Create a 'patting juba' rhythm. Perform in an ensemble.	<u>WCET - Ukulele</u> Year- long scheme using Ukulele Magic/ Ukulele Rocks with singing, listening and playing opportunities. Holding and playing the Ukulele. Play simple parts in time as part of the group. Learn a variety of open string pieces.	<u>Theme and Variation</u> Sing in 2 and 3 parts in harmony. Follow the metre of the music. Improvise rhythmic phrases on an instrument. Combine rhythmic phrases together. Play the tune of a simple song by ear. Read and play pitch notation. Organise musical phrases into a simple structure.
<b>Autumn B</b>  <b>Singing</b>	Sing with varying tempo/ dynamics/ timbre	<u>Fairy Tales -</u> Copy a given rhythm Recognise rests Use sounds to create musical effects.	<u>Vivaldi (Four Seasons)</u> Trace the shape of a song. Move with the pulse to a piece of music.	<u>In the Hall of Mountain King (Grieg)</u> Clap the rhythm of a songs whilst others tap the pulse. Create an ostinato rhythm	<u>Rock &amp; Roll</u> Exploring music from other cultures. Singing songs and playing ostinato accompaniment. Improvising a	<u>WCET – Ukulele</u> Know where fingers are supposed to be for C, F and Am chords and be able to play them with some accuracy.	<u>Samba – Brazil</u> Develop an understanding of the origins of samba music. Read and play samba rhythms Play as an ensemble.

	Clap/play a given rhythm	Composing using a stimulus.	Identify repeated sections in a piece of music. Play an ostinato as part of a group Explore structure and phrases of songs.	Improvise and compose using a given stimulus.	melodic phrase using the Blues scale. Analyse the phrase structure of a song and decide how to perform it.	Explore picking a simple scale and reading simple TAB parts. Sing and play three or four simple songs using key of C and be able to strum simple rhythms using down strokes.	Combine vocal ostinato phrases. Copy and improvise rhythmic phrases (4 and 8 beat phrases).
<b>Spring A</b> <b>Listening and Appraising</b>	Play along to songs (distinguishing between pulse and rhythm) Keep the pulse when listening to music	<u>Develop singing (songs from around the world)</u> Sing with varying tempo/dynamic /timbre Mark phrases of a song. Keep the pulse. Play/clap rhythms.	<u>Civil Rights Music</u> Trace the shape of a song. Mark the metre of a song using taps and claps. Singing simple two note phrases from notation Identify repeated sections in a piece of music.	<u>Tudor Music</u> Read pitch notation (G, E and A) Explore different metres Play rhythm against metre. Recognise individual key instruments in a piece of music. Identify repeated & contrasting sections in recorded music.	<u>Film Music</u> Explore musical clichés. Play simple tunes and add an ostinato accompaniment. Compose music to evoke contrasting moods suggested by a stimulus. Recognise how layers of sound can achieve an intended effect.	<u>WCET – Ukulele</u> Extend independent working skills Use chord charts to read new finger positions. Play C, F and G7 confidently and accurately. Learn D/D7. Sing and play simple pieces with increased confidence /accuracy	<u>Islamic Golden Age</u> Composing music using Islamic geometric designs as starting points Create a tune using two or three phrases Explore the pentatonic scale Listen to an individual part in multi part music Identify repeated and contrasting sections in recorded music
<b>Spring B</b> <b>Composing</b>	Explore dynamics, tempo and pitch when playing instruments Experiment with sounds in response to a stimulus (space)	<u>Tchaikovsky – The Nutcracker</u> Read simple rhythms (crotchet/quavers) To experiment with and create sounds using the 'Nutcracker' as a stimulus	<u>Africa</u> Play an ostinato as part of a group Improvise rhythms Explore music from Africa Sing simple two note phrases from notation Create a melodic ostinato using two notes Identify phrases in a song Play with pitched instruments	<u>Sea Shanties</u> Read and play 8-beat rhythms. Combine (clapping) ostinato rhythms. Explore and use changes of tempo / dynamics. Decide how to perform a song	<u>The Olympics</u> Explore music used for ceremony. Perform and compose a fanfare in 2/4 time. Read and play melodic phrases. Compose music to evoke contrasting moods suggested by a stimulus.	<u>WCET – Ukulele</u> Extend repertoire to include several new pieces. Develop RH technique to include shuffle – strum Play descending C scale and pick it with some accuracy. Work towards a performance.	<u>Garage Band/Rap</u> Record a layered 8-bar track. Improvise a melody. Create and record a chord sequence. Listen to an individual rhythm in a five-part structure. Using a simple device (iPad) record a loop, repeat and edit loop.

<p><b>Summer A</b></p> <p><b>Singing</b></p>	<p>Sing varying dynamics, tempo, pitch and timbre Play pulse/rhythm to familiar songs</p>	<p><u>Carnival of the Animals – Saint-Saens</u> Play from symbols Experiment with sounds</p>	<p><u>Victorians</u> Play the pulse of a song whilst others play the rhythm Identify the metre of a song Play beat one in different metres. Take turns when playing with a partner</p>	<p><u>Ancient Egyptians</u> Play melodic phrases. Compose using a given structure. Create an ostinato to the metre of 4. Create a rhythmic phrase (Binary Form A B).</p>	<p><u>Water Music</u> Listen and appraise music from a range of cultures Sing in 2-part ensemble. Play simple tunes and add a drone accompaniment.</p>	<p><u>WCET - Ukulele</u> Consolidate learning. Play syncopated RH rhythms (up and down strokes) Play a three chord trick in G (G, D, C).</p>	<p><u>Protest Songs</u> Choose appropriate tempo &amp; dynamics whilst singing. Sing in 2 and 3 parts in harmony. Analyse basic song structures.</p>
<p><b>Summer B</b></p> <p><b>Performing</b></p>	<p>Choose instruments appropriately to make different sounds Perform to an audience</p>	<p><u>Carnival of the Animals – Saint-Saens</u> Create question and answer phrases with a partner. Play a simple ostinato.</p>	<p><u>The Caribbean</u> Listen to a range of music. Perform to an audience. Experiment with and create sounds. Play a given ostinato as part of a group.</p>	<p><u>Rapping Tour Guide</u> Create a rap to promote a city in the UK. Work in pairs to structure a piece using two simple musical ideas. Play 2 ostinato rhythms together. Perform to an audience.</p>	<p><u>West African Music</u> Sing, play and perform music from West African traditions. Tap/Clap the metre of a song whilst others clap the rhythm. Reading rhythm grid notation. Sing in 2 or more parts. Listen to / make comparisons of a range of types of music from different traditions.</p>	<p><u>WCET –Ukulele</u> Confidently recall a repertoire of simple songs and be able to play/sing these in a group. Develop musicianship and notation reading skills.</p>	<p><u>Song writing/ Performance</u> The Blue Planet. Write lyrics and create a tune using two or three phrases. Organise rhythmic and melodic phrases in a simple structure. Sing and play in an ensemble.</p>
<p>National Curriculum Key Stage Requirements</p>		<p>Sing songs and speak chants and rhymes Play instruments Listen/respond to music Experiment with sounds</p>	<p>Sing with increasing accuracy, fluency and control in solo and ensemble contexts Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts Listen to and appraise a range of music Improvise and compose music for a range of purposes Read musical notation Develop an understanding of the history of music</p>				