



Bill Quay Primary School

Music Curriculum: Medium-term Overview: Autumn Term.

	<u>Year 1.</u>	
Units of work:	Skills Objectives (C.R.E)	Learning Activities
Autumn and Harvest	<p>Singing: Sing simple songs, chants and rhymes from memory, singing collectively at the same pitch, using a limited range of notes. Respond to simple visual directions: stop/start, loud/quiet, counting in.</p> <p>Listening and Responding: Listen to recorded performances Identify some instruments by sight and sound. Clap the pulse in time while listening to music. Respond to the pulse in recorded music through movement and dance.</p> <p>Composing: Create, retain and perform their own rhythm patterns. Explore, select and combine percussion sounds to enhance storytelling. Create musical sound effects and short sequences of sounds in response to stimuli.</p> <p>Performing: Use body percussion and classroom percussion, playing repeated rhythm patterns to maintain a steady beat. Perform short, echo rhythms accurately. Perform word-pattern chants.</p>	<p>Songs/Chants/Rhymes: Five little kittens, Boom Chicka Boom, Shake my sillies out, Hi lo chicka lo, Sleeping Bunnies, Old MacDonald, Mr Scarecrow, Big, Red, Combine Harvester, Dingle Dangle Scarecrow, Who stole my chickens and my hens, I love the sun. Use stop / start, counting in, piano and forte.</p> <p>Composing: Create own simple rhythm patterns using untuned percussion instruments. Listen to the story of The Little Red Hen. Select and combine instruments to accompany the story.</p> <p>Performing: Explore the timbre of different percussion instruments and identify them on sight and / or sound. Play percussion instruments along with the pulse of songs and tunes. Echo rhythms. Use body percussion to accompany songs. Songs and chants.</p>

<p>No Place Like</p>	<p>Singing: Sing simple songs, chants and rhymes from memory, singing collectively at the same pitch, using a limited range of notes. Respond to simple visual directions: stop/start, loud/quiet, counting in.</p> <p>Listening and Responding: Listen to recorded performances. Understand the context of the music they are listening to, singing and playing. Clap the pulse in time while listening to music. Respond to the pulse in recorded music through movement and dance.</p> <p>Composing: Create, retain and perform their own rhythm patterns. Explore, select and combine percussion sounds to enhance storytelling. Create musical sound effects and short sequences of sounds in response to stimuli. Invent and remember rhythm patterns and perform these for others, taking turns.</p> <p>Performing: Use body percussion and classroom percussion, playing repeated rhythm patterns to maintain a steady beat. Perform short, echo rhythms accurately. Perform word-pattern chants.</p>	<p>Songs/Chants/Rhymes: Shake and Stop, Boom Chicka Boom, Shake my sillies out, Everybody tap your knees, Five Little Kittens, Hi Lo Chicka Lo, Jingle Bells, Rudolph, Away in a Manger.</p> <p>Listening Focus: No Place Like ... Kerry Andrew</p> <p>Composing: Look for sounds in the classroom and outdoor area / around school. Combine and record them. Create lyrics about 'home' to a familiar tune. Create a storyboard about things they like to do at home and select and combine instruments to illustrate the story.</p> <p>Performing: Singing, humming, beatboxing and body percussion inspired by and to accompany 'No Place Like .' Performing Christmas songs with percussion for an audience.</p> <p>Musicianship: Create start and stop signs; pupils use them to conduct body percussion / beat boxing / sounds being used.</p>
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		<u>Year 2.</u>
Units of Work:	Skills Objectives (C.R.E)	Learning Activities
Finlandia	<p>Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control. Pitch notes accurately. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader’s directions. Perform actions to accompany songs.</p> <p>Listening and Responding: Understand the stories, origins, tradition, history and social context of the music they are listening to, singing and playing. Listen to recorded performances. Identify the main orchestral instruments by sight. Clap the pulse in time while listening to music. Respond to the pulse, dynamics and the instruments in recorded music through movement and dance. Explain what a piece of music makes them think of, either by speaking, drawing or moving. Say how a piece of music makes them feel.</p> <p>Composing: Create, retain and perform their own rhythm patterns. Explore, select and combine percussion sounds to enhance storytelling. Create musical sound effects and short sequences of sounds in response to stimuli. Invent and remember rhythm patterns and perform these for others. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> <p>Performing: Use body percussion and classroom percussion to play rhythm patterns and / or maintain a steady beat. Understand that the speed of the beat can change, creating a faster or slower tempo.</p>	<p>Songs/Chants/Rhymes: Heads, Shoulders, Knees and Toes, One finger one thumb, I like the flowers, Zippidoodah, Hello everyone, Hei bonjour, I hear thunder, Frere Jacques.</p> <p>Listening Focus: Finlandia, Jean Sibelius</p> <p>Performing: Play loud and quiet body percussion and untuned percussion sounds and rhythm patterns to show the progress of a storm and to illustrate things they like about where they live. Sing tunelessly and with different tempos and dynamics. Move in time to different tempos. Sing smoothly and staccato.</p> <p>Composing: Create a graphic score and use body percussion and untuned percussion to play rhythm patterns on the theme of a storm and also their favourite things about their home community.</p> <p>Musicianship: Demonstrate understanding of tempo and dynamics in their singing and playing. Follow musical directions and give directions themselves. Create a graphic score – idea of written notation. Follow symbols to play rhythm patterns.</p>

<p>Get down with the animals</p>	<p>Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control. Pitch notes accurately. Know the meaning of <i>dynamics</i> and <i>tempo</i> and be able to demonstrate these when singing by responding to the leader's directions. Perform actions to accompany a range of songs.</p> <p>Listening and Responding: Clap the pulse in time while listening to music. Respond to the pulse, dynamics and the instruments in music through movement. Explain what a piece of music makes them think of, either by speaking, drawing or moving. Say how a piece of music makes them feel and whether they like it, with simple reasons.</p> <p>Composing: Create, retain and perform their own rhythm patterns. Explore, select and combine percussion sounds to enhance storytelling. Create musical sound effects and short sequences of sounds in response to stimuli. Invent and remember rhythm patterns and perform these for others. Recognise how graphic notation can represent created sounds. Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</p> <p>Performing: Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Use tuned and untuned percussion to accompany songs, playing in time with the beat and also simple ostinato patterns. Perform short echo rhythms accurately.</p>	<p>Songs/Chants/Rhymes: Boom Chicka Boom, Hi lo chicka lo, One finger one thumb, Pulse, Pulse, Dance by the light of the moon, Tingalayo (Caribbean), It's chilly in the Arctic, O Sapo (Portugal), Get Down with the Animals, Sansa Kroma (Ghana).</p> <p>Listening Focus: The Carnival of the Animals, Saint-Saens</p> <p>Composing: Create ostinati using body percussion, tuned and untuned percussion to accompany the songs. Compose question and answer rhythmic phrases in pairs. Record compositions using graphic notation.</p> <p>Performing: Sing the songs tunefully and rhythmically with careful attention to pitch. Move appropriately with the music and add actions. Use tuned percussion to add chordal ostinati. Demonstrate understanding of pulse, dynamics and tempo while singing the songs.</p> <p>Musicianship: Use graphic scores / notation to record ideas. Begin to understand that beats are grouped together, and where the strong beats in a 4/4 tune are. Follow their own graphic scores when playing.</p>
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Year 3		
Units of work:	Skills Objectives (C.R.E)	Learning Activities
Aboriginal Music	<p>Singing: Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so. Sing tunefully and with expression. Sing and perform <i>forte</i> and <i>piano</i>.</p> <p>Performing: Apply word chants to rhythms, understanding how to link each syllable to one musical note. Understand the difference between crotchets and paired quavers. Perform compositions in a group.</p> <p>Composing: Become more skilled in improvising. Invent short 'on the spot' responses using rhythms. Structure musical ideas to create music that has a beginning, middle and end. Compose in response to different stimuli and using ostinato patterns.</p> <p>Listening and Responding: Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to recorded performances.</p>	<p>Singing: Various songs in Singing Assembly. Inanay (Aboriginal song)</p> <p>Listening Focus: Recorded Aboriginal music.</p> <p>Composing: Create a class composition using a drone, ostinato and rhythm patterns. Create a group composition using different layers of texture and an ostinato. Create a musical picture as a group in response to the stimulus of an Aboriginal story about creation. Improvise rhythms over a steady beat. Create their own answering phrases to a 'question' rhythm.</p> <p>Performing: Perform 'Inanay' with attention to tuning and dynamics. Perform the compositions for an audience. Understand the difference between crotchets and paired quavers.</p> <p>Musicianship: Link their word chants to notated rhythms using crotchets and paired quavers. Then be able to recreate the rhythms by reading the notation. Sing their song and play rhythms forte and piano. Create their own answering phrases to a 'question' rhythm.</p>

<p>The Orchestra</p>	<p>Singing: Sing a widening range of unison songs of varying styles and structures. Sing tunefully and with expression. (Singing Assembly)</p> <p>Performing: Perform own compositions to an audience.</p> <p>Composing: Compose in response to different stimuli: stories, verse, images (paintings and photographs) and musical sources.</p> <p>Listening and Responding: Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to recorded performances. Identify a range of orchestral instruments by sight and sound. Explain in more detail why they like / dislike a piece of music, with reference to instruments, tempo, pulse or dynamics.</p>	<p>Singing: Various songs in Singing Assembly.</p> <p>Listening Focus: A Night on the Bare Mountain, Mussorgsky. Listen and respond with artwork. Use as stimulus for composition.</p> <p>Composing: Create body percussion rhythms to perform in parts in the style of an orchestra. Compose musical pictures based on the stimulus of 'Night on a Bare Mountain.'</p> <p>Performing: Create a class body percussion orchestra and perform following agreed performance directions. Perform musical pictures to create a sequential piece.</p> <p>Musicianship: Understand and respond correctly to: pulse, beat, rhythm, melody, pitch. Understand and follow performance directions correctly, including start/stop, changes in dynamics.</p>
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Year 4		
Units of work:	Skills Objectives (C.R.E)	Learning Activities
Recorders and Notation (1)	<p>Singing: Sing in both two- and three- part Rounds. Sing partner songs. Sing songs in different time signatures and with some larger vocal leaps. Perform in a group / choir for an audience.</p> <p>Performing: Play tunes using at least five notes on the recorder with increasing skill and perform in groups for the class and in Assembly. Begin to understand phrasing and when to breathe. Play and perform melodies using staff notation with a range of five notes individually. Develop playing by ear by copying and playing or singing short melodic phrases. Understand the difference between minims, crotchets, paired quavers and rests.</p> <p>Composing: Use notation cards to create rhythm phrases with beats organised into bars of 2, 3 or 4 beats. Play or clap these compositions. Develop use and understanding of staff notation.</p> <p>Listening: Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to both recorded performances and live music-making. Begin to explain how the composer has tried to create their desired effect, with reference to instruments, tempo, pulse, dynamics or rhythm.</p>	<p>Singing: <u>Rounds:</u> Hey, ho, nobody home, Nanuma, Hej Bonjour, Bonjour Monsieur, Down. <u>Partner Songs:</u> Frere Jaques + Three Blind Mice + Row your boat, Mulberry Bush + What can the matter be, Bobby Shaftoe and Michael Finnigan.</p> <p>Composing: Use rhythm cards to create four-bar sequences. Learn about time signatures and beats in a bar. Add melody to the rhythm sequences using notes known on the recorder.</p> <p>Performing: Perform compositions to the class. Play tunes using G, A, B, low E and low D on the recorder, both individually and as part of a group.</p> <p>Musicianship: Recognise and respond correctly to crotchets, paired quavers, minims, crotchet rests, the stave/treble clef and range of notes: G, A, B, low D and E. Understand and respond correctly to musical terms: pulse, beat, rhythm, melody, pitch. Understand and use melody and accompaniment, rounds and partner songs.</p>
The Music of Italy	<p>Singing: Sing a broad range of unison songs with the range of an octave, pitching the voice accurately. Perform in a group / choir for an audience.</p> <p>Performing:</p>	<p>Singing: Power in Me, Learn to Swim, Try your best.</p> <p>Listening Focus: Nessun Dorma Perfect – Ed Sheeran / Andrea Bocelli</p>

	<p>Perform own compositions to an audience. Understand and use major and minor tonality.</p> <p>Composing: Compose short phrases using the C scale on tuned percussion. Write these down using known rhythmic notation and letter names. Perform these compositions.</p> <p>Listening and Responding: Understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to both recorded performances and live music-making. Begin to explain how the composer has tried to create their desired effect, with reference to instruments, tempo, pulse, dynamics or rhythm.</p>	<p>The Four Seasons, Vivaldi</p> <p>Composing: Compose answering rhythms to the question of the Theme from Spring. Compose a wintry tune in a group using percussion and chime bars, inspired by 'Winter'. Compose an 8-note tune using notes of either a C major or D minor chord.</p> <p>Performing: Sing one of their songs in Assembly. Perform the Theme from Spring for the class on chime bars. Perform own composition.</p> <p>Musicianship: Understand, recognise and use major and minor tonality. Understand and respond correctly to forte and piano, pulse, beat, rhythm, melody and harmony. Recognise and respond correctly to crotchets, paired quavers and minims.</p>
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Year 5		
Units of work:	Skills Objectives (C.R.E)	Learning Activities
Ukulele (1)	<p>Singing: Sing three-part Rounds and partner songs confidently. Sing songs with a verse and chorus.</p> <p>Performing: Perform as part of an ensemble. Understand how triads are formed, and play them on tuned percussion and ukuleles. Play tunes using a range of at least four chords on the ukulele, using an appropriate form of notation. Perform chordal accompaniments to familiar songs. Perform pieces and songs in mixed ensembles.</p> <p>Listening: Understand the stories, origins, traditions and social context of the music they are listening to, singing and playing. Listen to both recorded performances and live music-making. Identify a range of stringed instruments by sight and sound.</p>	<p>Singing: <u>Partner songs:</u> and 3-part Rounds: Row your boat + Frere Jaques + Three Blind Mice, Michael Finnigan + Bobby Shaftoe, Go, tell it on the mountain + He's got the whole world in his hands <u>3-part Rounds:</u> Kookaburra, I like the flowers, Hey, ho, nobody home, Fly Away Home, Sometimes <u>Songs with verse and chorus:</u> Wake Me Up, Drunken Sailor <u>Other songs:</u> O when the saints</p> <p>Listening focus: Ukulele as played by George Formby / Train / Jason Mraz / Israel Kamakawiwo'ole Mandolin: Vivaldi's Concertos for Lute and Mandolin Tuning: listening to see if a string is sharp or flat and understanding the principles of how to tune it. Listen to the ukulele, guitar, mandolin, banjo and violin being played live. Discuss their timbres. Identify which instrument is playing in recorded music by its sound.</p> <p>Performing: Learn how to play the chords of C, Am, F and G on the ukulele and how to strum in time with a beat. Perform the songs learnt on the ukulele as groups for the class and for a wider audience in school assembly.</p> <p>Musicianship: Understand and respond correctly to musical terms: forte and piano, legato and staccato, rhythm, pulse, beat, melody, harmony, bar Understand, recognise and use musical features: simple time, synocapation, playing techniques and effects Understand and recognise musical texture, structure and form: verse and chorus, melody and accompaniment</p>

<p>The Music of India: Exploring Ravi Shankar's Symphony - finale</p>	<p>Singing: Perform vocal drum syllables with appropriate style.</p> <p>Performing: Perform as part of an ensemble.</p> <p>Composing: Improvise over a drone using tuned percussion instruments, with a sense of shape to the music. Compose a raga melody in D. Add an accompaniment using rhythm patterns.</p> <p>Listening: Understand the stories, origins, traditions and social context of the music they are listening to, singing and playing. Listen to recorded performances. Identify a sitar by sight and sound.</p>	<p>Singing: Various songs in Singing Assembly. Vocal drum syllables.</p> <p>Listening Focus: Symphony-Finale, Ravi Shankar</p> <p>Composing: Improvise over a drone using notes of a raga. Compose a raga melody in D and compose rhythm patterns to add as an accompaniment.</p> <p>Performing: Perform improvisations and compositions for the class and a wider audience e.g. in assembly.</p> <p>Musicianship: Recognise and respond correctly to crotchets, paired quavers, minims, semibreves, rests. Understand and respond correctly to musical terms: pulse, beat, rhythm, pitch, texture, timbre, forte and piano, harmony, bar, ostinato, drone. Understand and recognise musical texture, structure and form: music with multiple sections.</p>
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Year 6		
Units of work:	Skills Objectives (C.R.E)	Learning Activities
Ukulele (3)	<p>Singing: Sing a broad range of songs, including those that involve syncopated rhythms, as part of a group with a sense of ensemble and performance. Sing three- and four-part Rounds and partner songs confidently and with singers positioned in different places within the group.</p> <p>Performing: Perform as part of an ensemble. Play tunes using a range of at least five chords on the ukulele, using an appropriate form of notation and with a good strumming technique, paying particular attention to pulse. Perform chordal accompaniments to familiar songs. Perform pieces and songs in mixed ensembles. Accompany a melody using block chords. Engage with others through ensemble playing, including on the ukulele.</p> <p>Listening: Understand the stories, origins, traditions and social context of the music they are listening to, singing and playing. Listen to both recorded performances and live music-making. Identify a range of stringed instruments by sight and sound and begin to describe some differences in timbre and playing techniques.</p> <p>Composing: Improvise both solo and in small groups. Include repetition and contrast. Use chord changes on the ukulele as part of an improvised sequence. Improvise a melody of more than 8 beats over a fixed groove, to create a satisfying melodic shape.</p>	<p>Singing <u>3- and 4- part Rounds:</u> Hey, Ho, nobody home, I like the flowers, Our Cockerel, Kookaburra <u>Partner Songs:</u> It's a long way to Tipperary + Pack up your troubles in your old kit bag; Shotgun and Castle on the Hill; Bobby Shaftoe and Michael Finnigan <u>Other songs:</u> Wonderwall, Drunken Sailor, O When the Saints, Royals, The Lion Sleeps Tonight, Hound Dog, Somewhere Over the Rainbow.</p> <p>Listening Focus: Hound Dog, Elvis Presley Somewhere Over the Rainbow</p> <p>Composing: Improvise a melody using the notes of the open ukulele strings and D, F and G notes on the C and E strings. Improvise using chord sequences in chord families in an instrumental section of a piece. Understand that chords can be grouped into families in a certain key.</p> <p>Performing: Perform ukulele songs as part of a class and smaller group ensemble. Perform as part of an ensemble in a school assembly. Perform improvisations for the class.</p>

<p>The Music of the 20th Century</p>	<p>Singing: Sing a broad range of songs, including those that involve syncopated rhythms as part of a group with a sense of ensemble and performance. Sing songs with more than one vocal harmony.</p> <p>Listening: Understand the stories, origins, traditions, history and social context of the music they are singing to, listening and playing. Identify changes in tempo, dynamics and texture within a piece. Listen to recorded performances.</p> <p>Composing: Plan and compose two contrasting 16-beat melodic phrases using the C scale to create a piece with AABA structure. Compose an ostinato to accompany a piece of music. Create an abstract piece of music to reflect impressions of a famous piece of art.</p> <p>Performing: Perform as part of an ensemble in class and/or assembly. Perform compositions to the class.</p>	<p>Singing <u>3- and 4- part Rounds:</u> Hey, Ho, nobody home, I like the flowers, Our Cockerel, Kookaburra <u>Partner Songs:</u> It's a long way to Tipperary + Pack up your troubles in your old kit bag; Shotgun + Castle on the Hill; Bobby Shaftoe + Michael Finnigan, Hound Dog + Rock Around the Clock <u>Other songs:</u> White Cliffs of Dover, Over There, Keep the Home Fires Burning, Run Rabbit Run, We'll meet again, Scarborough Fair, Hound Dog, Rock around the Clock</p> <p>Listening Focus: Rhapsody in Blue, Gershwin, In the Mood, Glen Miller Band O Fortuna, Carl Orff Take the 'A' Train, Billy Strayhorn (Duke Ellington Orchestra) Ticket to Ride, The Beatles, Wonderwall, Oasis Imaginary Landscape No.4, John Cage Music for 18 Musicians, Steve Reich</p> <p>Composing: Spin the wheel of fortune and use three notes to compose an ostinato to play alongside 'O Fortuna'. Use tuned and untuned percussion instruments to create an abstract piece of music inspired by abstract 20th century art. Compose an AABA piece of music inspired by Take The 'A' Train.</p> <p>Performing: Sing songs from the 20th century in Assembly. Perform songs which use the 12-bar blues on the ukulele.</p> <p>Musicianship: Understand and respond correctly to musical terms: allegro and adagio, accelerando and rallentando, forte and piano, crescendo and decrescendo, legato and staccato, pulse, beat, rhythm, pitch, texture, timbre, melody, harmony, bar.</p>
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		Understand and recognise musical texture, structure and form: verse and chorus, music with multiple sections, music in 3 or 4 parts, melody and accompaniment.
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