



## Curriculum Overview

### Subject- Music



	<u>Autumn</u>	<u>Spring</u> <u>All year groups take part in House team</u> <u>music competition</u>	<u>Summer</u>
<b>Bears</b>	<p><b>Autumn 1 Me! Links to class topic All about me.</b> Learn to sing nursery rhymes and action songs: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs, Improvising. Share and perform.</p> <p><b>Harvest songs.</b> <b>Autumn 2 EYFS and KS1 Christmas production and singing Carols.</b> Singing ensemble, pitch, intonation, rhythm and performance.</p>	<p><b>Spring 1 My Stories. Links to class topic My family.</b> Learn to sing nursery rhymes and action songs: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs, Improvising. Share and perform.</p> <p><b>Spring 2 Our world</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>	<p><b>Summer 1 Big bear funk</b> Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place</p> <p><b>Summer 2 Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>
<b>Lions</b>	<b>Autumn 1 Hey You!</b>	<b>Spring 1 In the Groove.</b>	<b>Summer 1 Your imagination</b> Pop. Using your imagination.

	<p>Old school hip hop. How pulse, rhythm and pitch work together.</p> <p><b>Harvest songs</b></p> <p><b>Autumn 2 Christmas production and Carols.</b></p> <p>Singing ensemble, pitch, intonation, rhythm and performance.</p>	<p>Blues, Baroque, Latin, Bhangra, Folk, Funk.</p> <p>How to be in the groove with different styles of music.</p> <p><b>Spring 2 Round and Round</b></p> <p>Bossa Nova. Pulse, rhythm and pitch in different styles of music.</p>	<p><b>Summer 2 Reflect, Rewind and replay-</b></p> <p>Consolidate learning.</p> <p>Classical. The history of music, look back and consolidate your learning, learn some of the language of music.</p>
<b>Tigers</b>	<p><b>Autumn 1 Zoo time Year 2.</b></p> <p>Reggae.</p> <p>Reggae and animals</p> <p>Harvest songs.</p> <p><b>Autumn 2</b></p> <p><b>Christmas production/ Carols</b></p> <p>Singing ensemble, pitch, intonation, rhythm and performance.</p>	<p><b>Spring 1 Friendship song (year 2)</b></p> <p>Pop.</p> <p>A song about friends.</p> <p><b>Spring 2 Let your spirit fly (year 3)</b></p> <p>R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p>Historical context of musical styles.</p>	<p><b>Summer 1 Glock stage 1 (year 3)</b></p> <p>Learning basic instrumental skills by playing tunes in varying styles</p> <p><b>Summer 2 Three Little birds (year 3)</b></p> <p>Reggae</p> <p>Animals, Jamaica, poetry and the historical context of musical styles</p>
<b>Turtles</b>	<p><b>Autumn 1&amp;2 Whole class Steel Drums:</b></p> <ul style="list-style-type: none"> <li>- Knowledge and understanding of the history and context of the instrument being taught and in the case of steel pans, recognising that the notation is not laid out in the same way as more traditional western instruments.</li> <li>- understanding beat and rhythm, counting and playing in time</li> <li>- learning to play simple tunes from memory up to three notes (G A and B) including listening and playing/singing back</li> </ul>	<p><b>Whole class Steel Drums:</b></p> <ul style="list-style-type: none"> <li>- introduce elements of standard western notation and follow a simple rhythm with pitched notes</li> <li>- basic composition</li> <li>- increase the range of notes and introduce more complex tunes</li> <li>- introduce more expressive elements of music such as loud and quiet playing and using a wider range of classroom percussion.</li> <li>- a variety of songs</li> </ul>	<p><b>Whole class Steel Drums:</b></p> <p>Reflect, rewind and review.</p> <p>Rehearsing for a whole school and family's performance.</p>

	<p>- playing together as an ensemble. Starting and finishing together.</p> <p><b>Harvest songs and Carols</b></p>		
<b>Dolphins</b>	<p><b>Autumn 1&amp; 2</b></p> <p><b>Guitar</b></p> <p>Basic theory, keeping in time games. How to hold a guitar, parts and string names.</p> <p>Notation; semibreve, minim, crotchet, quaver, semi quaver.</p> <p><b>Harvest songs and Carols</b></p>	<p><b>Spring 1&amp;2</b></p> <p><b>Guitar</b></p> <p>Learning chords and individual note playing</p> <p>G, C, D, A, E Major chords</p> <p>E, A, D, Minor chords</p> <p>Reading tablature</p> <p>Begin to learn a performance piece.</p>	<p><b>Summer 1&amp;2</b></p> <p><b>Guitar</b></p> <p>To learn and progress with performance pieces.</p> <p>Performance techniques.</p> <p>Final Performance.</p>
<b>Penguins</b>	<p><b>Autumn 1</b> Livin' on a prayer</p> <p>Rock</p> <p>How rock music developed from the Beatles onwards. Analysing performance.</p> <p><b>Harvest songs and Carols</b></p> <p><b>Autumn 2 Classroom Jazz 1</b></p> <p>Jazz</p> <p>History of music - Jazz in its historical context.</p>	<p><b>Spring 1</b> Make you feel my love</p> <p>Pop Ballads</p> <p>Historical context for ballads.</p> <p><b>Spring 2</b> Fresh Prince of Bel Air</p> <p>Hip Hop</p> <p>Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p>	<p><b>Summer 1</b> Dancing in the street</p> <p>Motown</p> <p>The history of Motown and its importance in the development of Popular music. Civil Rights.</p> <p><b>Summer 2</b> Reflect, Rewind and replay.</p> <p>Western Classical Music and your choice from Year 5</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<b>Sharks</b>	<p><b>Autumn 1</b> Happy</p> <p>Pop/Motown</p>	<p><b>Spring 1</b> A New Year Carol.</p> <p>Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p>	<p><b>Summer 1</b> Reflect, Rewind and replay.</p> <p>Western Classical Music and your choice from Year 6</p>

	<p>What makes us happy? Video/project with musical examples.</p> <p><b>Harvest songs and Carols</b></p> <p><b>Autumn 2 Classroom Jazz 2</b></p> <p>Jazz, Latin, Blues</p> <p>History of music - Jazz in its historical context.</p>	<p>Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p> <p><b>Spring 2 You've got a friend in me.</b></p> <p>The Music of Carole King</p> <p>Her importance as a female composer in the world of popular music.</p>	<p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><b>Summer 2 End of year KS2 Production/leavers' assembly.</b></p> <p>Performing, singing and playing instruments ensemble.</p>
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**Please note: For detailed overviews for each year group see individual year overviews.**

**Teachers may wish to use freestyle topics to fit with other subjects but the learning and progression is built in to accommodate this.**