



Music - Whole School Overview



EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Nursery Rhymes</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - Remember and sing entire songs. (3&4) - Sing the pitch of a tone sung by another person ('pitch match'). (3&4) - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3&4) - Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec) <p><u>Listening</u></p> <ul style="list-style-type: none"> - Listen with increased attention to sounds. (3&4) - Respond to what they have heard, expressing their thoughts and feelings. (3&4) - Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec) 	<p>World Nursery Rhymes Week Performance</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> - Play instruments with increasing control to express their feelings and ideas. (3&4) - Explore and engage in music making and dance, performing solo or in groups. (Rec) <p><u>Singing</u></p> <ul style="list-style-type: none"> - Remember and sing entire songs. (3&4) - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3&4) - Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec) 	<p>Charanga - Anyone Can Play (Unit 1&2)</p> <p><u>Composing</u></p> <ul style="list-style-type: none"> - Play instruments with increasing control to express their feelings and ideas. (3&4) - Create their own songs or improvise a song around one they know. (3&4) - Explore and engage in music making and dance, performing solo or in groups. (Rec) <p><u>Performance</u></p> <ul style="list-style-type: none"> - Play instruments with increasing control to express their feelings and ideas. (3&4) - Explore and engage in music making and dance, performing solo or in groups. (Rec) 	<p>Traditional folk music - Britain</p> <p><u>Composing</u></p> <ul style="list-style-type: none"> - Play instruments with increasing control to express their feelings and ideas. (3&4) - Create their own songs or improvise a song around one they know. (3&4) - Explore and engage in music making and dance, performing solo or in groups. (Rec) <p><u>Listening</u></p> <ul style="list-style-type: none"> - Respond to what they have heard, expressing their thoughts and feelings. (3&4) - Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec) - Watch and talk about dance and performance art, expressing their feelings and responses. (Rec) 	<p>Music around the world</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> - Respond to what they have heard, expressing their thoughts and feelings. (3&4) - Watch and talk about dance and performance art, expressing their feelings and responses. (Rec) - Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec) <p><u>Composing</u></p> <ul style="list-style-type: none"> - Play instruments with increasing control to express their feelings and ideas. (3&4) - Explore and engage in music making and dance, performing solo or in groups. (Rec) <p><u>Singing</u></p> <ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec) 	<p>Invite musicians in or take to a music performance</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> - Respond to what they have heard, expressing their thoughts and feelings. (3&4) - Watch and talk about dance and performance art, expressing their feelings and responses. (Rec) - Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)

Singing

Listening

Performance

Composing



Music - Whole School Overview



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Charanga MMC - My Musical Heartbeat</p> <p>Singing - Use their voice expressively and creatively</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS (Inter-related dimensions of music) - <u>Pitch, pulse and rhythm, tempo</u></p>	<p>Music for Christmas Production</p> <p>Performance - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>Singing - Use their voice expressively and creatively</p> <p>FOCUS (Inter-related dimensions of music) - <u>Pitch, pulse and rhythm, tempo</u></p>	<p>BBC Ten Pieces - No Place Like by Kerry Andrews</p> <p>Listening - To listen with concentration and recall sounds within increasing aural memory</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>Singing - Use their voice expressively and creatively</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>https://www.bbc.co.uk/teach/ten-pieces/articles/z7k4f4j</p>	<p>Charanga MMC - Exploring Sounds</p> <p>Singing - Use their voice expressively and creatively</p> <p>- To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To listen with concentration and recall sounds within increasing aural memory</p> <p>- Explore and express ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - (Inter-related dimensions of music) - <u>Pitch, pulse and rhythm, tempo</u></p>	<p>Charanga MMC - Having Fun with Improvisation</p> <p>Singing - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>Listening - To know how music is used for a particular purpose</p> <p>Composing - Explore, choose and organise sounds and musical ideas</p> <p>- To understand that sounds can be made in different ways and describe using different given and invented signs and symbols.</p> <p>- Create musical patterns</p> <p>FOCUS - Play together, hear each other, experiment</p>	<p>Charanga Freestyle - RSNO - Yoyo and the Little Auk</p> <p>Listening - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Performance - Rehearse and perform with others</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p>Singing - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p>- Use their voice expressively and creatively</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>

Singing

Listening

Performance

Composing



Music - Whole School Overview



Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Charanga MMC - Pulse Rhythm and Pitch</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - Use their voice expressively and creatively - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures <p><u>Listening</u></p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high quality live and recorded music - To listen with concentration and recall sounds within increasing aural memory <p>FOCUS - how pulse rhythm and pitch work together</p>	<p>Music for Christmas Production</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> - Rehearse and perform with others - To make improvements to my own work <p><u>Singing</u></p> <ul style="list-style-type: none"> - Use their voice expressively and creatively <p>FOCUS - how we can change our rhythm and pitch to create new sounds and work together</p>	<p>Charanga MMC - Playing in An Orchestra</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> - Play tuned and untuned instruments - To make improvements to my own work - Rehearse and perform with others <p><u>Composing</u></p> <ul style="list-style-type: none"> - Explore, choose and organise sounds and musical ideas - To understand that sounds can be made in different ways and describe using different given and invented signs and symbols. - Create musical patterns <p>FOCUS - expression and understanding, application of musical language</p>	<p>BBC Ten Pieces - 'Mars' from 'The Planets' by Gustav Holst</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high quality live and recorded music - To listen with concentration and recall sounds within increasing aural memory <p><u>Composing</u></p> <ul style="list-style-type: none"> - Explore, choose and organise sounds and musical ideas - To understand that sounds can be made in different ways and describe using different given and invented signs and symbols. - Create musical patterns 	<p>Charanga MMC - Inventing a Musical Story</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> - Play tuned and untuned instruments - To make improvements to my own work - Rehearse and perform with others <p><u>Composing</u></p> <ul style="list-style-type: none"> - Explore, choose and organise sounds and musical ideas - To understand that sounds can be made in different ways and describe using different given and invented signs and symbols. - Create musical patterns <p>(Rock - FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga MMC - Exploring Improvisation</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, durations, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures <p><u>Listening</u></p> <ul style="list-style-type: none"> - To know how music is used for a particular purpose <p><u>Composing</u></p> <ul style="list-style-type: none"> - Explore, choose and organise sounds and musical ideas - Create musical patterns <p>FOCUS - Play together, hear each other, experiment</p>



Music - Whole School Overview



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Charanga MMC - Writing Music Down</p> <p><u>Singing</u> - Sing songs in unison, solo and two parts</p> <p><u>Listening</u> - To listen with attention to detail and to internalise and recall sounds</p> <p>- Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p><u>Composing</u> - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listening and comparing using musical language with appreciation of genre, similarities and differences</p>	<p>Charanga MMC - Playing in a Band</p> <p><u>Singing</u> - Sing songs in unison, solo and two parts</p> <p><u>Listening</u> - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>-Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p><u>Composing</u> - Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS -Exploring and developing playing skills using improvisation and composition</p>	<p>Charanga MMC - Compose Using Your Imagination</p> <p><u>Listening</u> -To listen with attention to detail and to internalise and recall sounds</p> <p><u>Singing</u> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p><u>Composing</u> - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>BBC Ten Pieces Johann Sebastian - Bach-Toccata and Fugue</p> <p><u>Listening</u> - To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p><u>Composing</u> - Improvise, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p><u>Performance</u> - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>Charanga MMC - Enjoying Improvisation</p> <p><u>Performance</u> - Play tuned and untuned instruments</p> <p>- To make improvements to my own work</p> <p>- Rehearse and perform with others</p> <p><u>Composing</u> - Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>(FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga Freestyle - RSNO - Once Upon a Tune</p> <p><u>Performance</u> - To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p><u>Singing</u> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>- Sing songs in unison, solo and two parts</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>

Singing

Listening

Performance

Composing



Music - Whole School Overview



Year 3/4 & Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 & Year 4	<p>Charanga MMC - Musical Structures</p> <p><u>Singing</u></p> <p>- Sing songs in unison, solo and two parts</p> <p><u>Listening</u></p> <p>- To listen with attention to detail and to internalise and recall sounds</p> <p>- Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p><u>Composing</u></p> <p>- Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listening and comparing using musical language with appreciation of genre, similarities and differences</p>	<p>Charanga Freestyle Song and Video Projects</p> <p>- Be Safe Online</p> <p><u>Performance</u></p> <p>- To play tuned and untuned instruments with control and accuracy</p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p><u>Composing</u></p> <p>- Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>FOCUS -Working to sing in unison and parts</p>	<p>Charanga MMC - Exploring Feelings when you Play</p> <p><u>Listening</u></p> <p>-To listen with attention to detail and to internalise and recall sounds</p> <p><u>Singing</u></p> <p>- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p><u>Composing</u></p> <p>- Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>BBC Ten Pieces Modest Mussorgsky - A night on Bare Mountain</p> <p><u>Listening</u></p> <p>- To listen with attention to detail and to internalise and recall sounds</p> <p>- To understand how time and place can influence the way music is created</p> <p>- Analyse and compare sounds</p> <p>-Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p><u>Composing</u></p> <p>- Improvise, developing rhythmic and melodic material when performing</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>FOCUS - Listen, compose and perform using similar styles in the genre</p>	<p>Charanga MMC - Compose with your friends</p> <p><u>Singing</u></p> <p>- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p><u>Performance</u></p> <p>- Play tuned and untuned instruments</p> <p>- To make improvements to my own work</p> <p><u>Composing</u></p> <p>- Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p>(FOCUS - Play together, hear each other, experiment)</p>	<p>Charanga MMC - Expression and Improvisation</p> <p><u>Composing</u></p> <p>- Improvise, developing rhythmic and melodic material when performing</p> <p>- To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>- Explore, choose, combine and organise musical ideas with musical structures</p> <p><u>Performance</u></p> <p>- To practise, rehearse and present performances with an awareness of the audience</p> <p>- To reflect on and improve my own and others work in relation to its intended effect</p> <p>FOCUS - Performance of a chosen piece for our celebration of World Music Day</p>

Singing

Listening

Performance

Composing



Music - Whole School Overview



Year 5/6 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	<p>Charanga MMC - Melody and Harmony in Music</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> - To play tuned and untuned instruments with control and accuracy - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p><u>Listening</u></p> <ul style="list-style-type: none"> - To understand how time and place can influence the way music is created <p><u>Singing</u></p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>FOCUS - Exploring musical notation, rhythm and pitch</p>	<p>Charanga (Song and Video Projects)</p> <ul style="list-style-type: none"> - Climate Change the Time is Now <p><u>Performance</u></p> <ul style="list-style-type: none"> - To play tuned and untuned instruments with control and accuracy - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p><u>Listening</u></p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds - To understand how time and place can influence the way music is created - Analyse and compare sounds <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS - Recognition of musical genre and impact</p>	<p>Charanga MMC - Composing and Chords</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects - Sing songs in unison, solo and two parts <p><u>Composing</u></p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures <p>FOCUS - Understand the structure of a song</p>	<p>Charanga MMC - Improvising with Confidence</p> <p><u>Composing</u></p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures <p><u>Listening</u></p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds - To understand how time and place can influence the way music is created - Analyse and compare sounds <p>Explore and explain ideas and feelings about music using movement, dance and expressive musical language</p> <p>FOCUS -Improvise and explore vocals</p>	<p>BBC Ten Pieces Edvard Grieg - In the hall of the mountain king</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds - To understand how time and place can influence the way music is created <p><u>Composing</u></p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - Explore, choose, combine and organise musical ideas with musical structures <p><u>Performance</u></p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>FOCUS - Listen, compose and perform appreciating historical pieces</p>	<p>Music for Summer Performance</p> <p>Performance drawing all skills together</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p><u>Singing</u></p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects - Sing songs in unison, solo and two parts <p>FOCUS - Performance in Summer Show along with performance of a chosen piece for our celebration of music.</p>

Singing

Listening

Performance

Composing



Music - Whole School Overview



Year 5/6 Cycle B

Years 5/6	Charanga MMC - Music and Technology	Charanga Yu Studio Unit - Grime	Charanga MMC - Creative Composition	Charanga MMC - Enjoying Musical Styles	BBC Ten Pieces Richard Wagner - 'Ride of the Valkyries' from 'Die Walküre'	Charanga MMC - Farewell Tour (Optional - some nice tracks for end of year assembly)
	<p>Performance</p> <ul style="list-style-type: none"> - To play tuned and untuned instruments with control and accuracy - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>Listening</p> <ul style="list-style-type: none"> - To understand how time and place can influence the way music is created <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects <p>FOCUS - understanding musical structures and the structure of a song</p>	<p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures <p>Listening</p> <ul style="list-style-type: none"> - Analyse and compare sounds - Explore and explain ideas and feelings about music using movement, dance and expressive musical language <p>FOCUS -Exploring musical expression, structure and beats</p>	<p>Singing</p> <ul style="list-style-type: none"> - Sing songs in unison, solo and two parts <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - To know that music is produced in different ways and described through relevant established and invented notations. - Explore, choose, combine and organise musical ideas with musical structures - To understand how time and place can influence the way music is created - Analyse and compare sounds - Explore and explain ideas and feelings about music using movement, dance and expressive musical language <p>FOCUS - Exploring pitch, rhythm, tempo and their influence on how music feels</p>	<p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds - To understand how time and place can influence the way music is created - Analyse and compare sounds - Explore and explain ideas and feelings about music using movement, dance and expressive musical language <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects - Sing songs in unison, solo and two parts <p>FOCUS -Improvise and explore vocals</p>	<p>Listening</p> <ul style="list-style-type: none"> - To listen with attention to detail and to internalise and recall sounds - To understand how time and place can influence the way music is created <p>Composing</p> <ul style="list-style-type: none"> - Improvise, developing rhythmic and melodic material when performing - Explore, choose, combine and organise musical ideas with musical structures <p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>FOCUS - Listen, compose and perform appreciating historical pieces</p>	<p>Summer Performance</p> <p>Performance</p> <ul style="list-style-type: none"> - To practise, rehearse and present performances with an awareness of the audience - To reflect on and improve my own and others work in relation to its intended effect <p>Singing</p> <ul style="list-style-type: none"> - To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects - Sing songs in unison, solo and two parts <p>FOCUS - Performance of a chosen piece for our celebration of World Music</p>