

Music Subject Leader overview 2020 – 2021.

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|---|--|--|--|
| Theme and Focus (Using Charanga Music) | <p>Autumn – Eastfield Blocks. Helping Hands Me! Listening and responding to different styles of music</p> <p>Spring – <u>Once upon a time. The land before time</u> Everyone Learning to sing or sing along with nursery rhymes and action songs</p> <p>Summer – <u>In Our Back Garden</u> <u>What a Wonderful World!</u> Big bear funk Playing instruments within the song</p> | <p>Autumn – Home <u>Sweet Home.</u> Hey you! To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Spring – <u>Out of this world.</u> – In the groove Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Summer – <u>Land Ahoy!</u> – Your imagination. Play a tuned instrumental part with the song they perform.</p> | <p>Autumn – <u>Travelling around - Hands, feet, heart</u> To learn how songs can tell a story or describe an idea</p> <p>Spring – <u>London’s Burning.</u> – I wanna play in a band Play the part in time with the steady pulse</p> <p>Summer – <u>Wonder women.</u> Friendship song Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm)</p> | <p>Autumn – <u>Meet the Flintstones.</u> – Let your spirit fly Confidently identify and move to the pulse and think about what the words of a song mean.</p> <p>Spring – <u>Building and Empire.</u> – Three little birds. To take it in turn to discuss how the song makes them feel.</p> <p>Summer – <u>Street Detectives- Bringing us Together-</u> To sing with awareness of being ‘in tune’.</p> | <p>Autumn – <u>Tomb raiders - Mamma mia!</u> Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>Spring – <u>Let the Battle Commence.</u> Stop! To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Summer – <u>A Large and Dirty Town.</u> – Blackbird To rehearse and perform their part within the context of the Unit song</p> | <p>Autumn – <u>Greece Lightning.</u> – Living on a prayer Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Spring – <u>Conquering Castles.</u> – Make you feel my love Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Summer – <u>Black By Day and Red By Night.</u> Dancing in the street Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> | <p>Autumn – <u>Mexican hats.</u> Happy To sing in unison and to sing backing vocals.</p> <p>Spring – <u>Nautical Know How.</u> A New Year Carol To record the performance and compare it to a previous performance.</p> <p>Summer – <u>War At Home.</u> – You’ve got a friend Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> |

Music Subject Leader overview 2020 – 2021.

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--|---|--|---|--|---|---|
| Performing | Children to sing in a group or on their own by joining in with a song. | Children to choose a song they have learnt from the Charanga scheme and perform it, then add their own ideas and say how they feel about it. | Children to choose a song they have learnt from the Charanga scheme and perform it, create their own version and make a simple evaluation. | Children should choose what to perform and create a programme and articulate the words correctly. | Children to present a musical performance designed to capture the audience and record it. | Children should perform with controlled breathing (voice) and skilful playing (instrument). They will discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | Children should hold a part within a round and sing or play expressively with confidence showing controlled breathing or skilful playing. They will discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |
| Composing | Children will represent their thoughts, ideas and feelings through music. They will create rhythms and make up their own simple songs. | Children will help to create a simple melody using one, two or three notes and learn how the notes of the composition can be written down and changed if necessary. | Children will create at least one simple melody using one, three or five different notes and discuss how they created it. | Children will create three simple melodies with the Units using one, three or five different notes and learn how the notes of the composition can be written down and changed if necessary. | Children will listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. | Children will create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. They will explain the keynote or home note and the structure of the melody. | Children should be able to use digital technologies to compose, edit and refine pieces of music and convey the relationship between the lyrics and the melody. They will use drones and melodic ostinato (based on the pentatonic scale). |

Music Subject Leader overview 2020 – 2021.

| | | | | | | | |
|----------------------|---|---|---|--|---|---|--|
| <p>Music History</p> | <p>Children will learn about different instruments and the sounds they make. Children will listen and comment on different types of music from different eras.</p> | <p>Children will listen to and evaluate a range of musical styles.</p> | <p>Children should study music of composers such as Mozart, Beethoven etc. Discuss historical context. (Music from around 1666 - Great fire of London)</p> | <p>Children should study music from around the world and explore how it was created.</p> | <p>Children should be able to compare different eras of music.</p> | <p>Children should study music from history from around world Motown, jazz, hip-hop and classical.</p> | <p>Children should compose own music in the style of chosen era and know a range of prominent composers and artists from across history.</p> |
| <p>Music Theory</p> | <p>Children will know simple key vocabulary such as rhythm, beat, and pitch. They will begin to record their music and be able to explain what their markings mean.</p> | <p>Children will be able to use symbols to represent a composition and use them to help with a performance. They will have an understanding of how music is written down and that we can read it like we read words. Introduce simple standard symbols - crotchet, minim etc.</p> | <p>Children will be able to devise non-standard symbols to indicate when to play and rest. They will implement this knowledge when composing and performing. Children will continue to introduce simple standard symbols; quaver, rest, repeat etc.</p> | <p>Children should be able to recognise the notes CDEGA on the musical stave. They will recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p> | <p>Children will use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. They will implement this knowledge when composing and performing.</p> | <p>Children will choose from a wide range of musical vocabulary and understand the purpose of the treble and bass clefs and use them in transcribing compositions. They will be able to read and create notes on the musical stave.</p> | <p>Children will be able to choose from a wide range of musical vocabulary and understand and use the # (sharp) and b (flat) symbols. They will use and understand simple time signatures.</p> |

Music Subject Leader overview 2020 – 2021.

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|--|--|---|--|---|--|---|
| Listening and evaluating | Children will listen to and respond to music by commenting on what they can hear. They will be able to compare to pieces of music and the different sounds that instruments make. They will be able to say whether they like a piece of music or not, and why. Children will explore the different sounds instruments make. They should be able to listen to music and respond with appropriate movement. They will be able to copy and make up their own rhythms. | Children will learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. | Children will explain how songs can tell a story or describe an idea. | Children will take it in turns to discuss how the song makes them feel and listen carefully and respectfully to other people's thoughts about the music. | Children will confidently identify and move to the pulse and discuss how it makes them feel. They will talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). They will listen carefully and respectfully to other people's thoughts about the music and try to use musical words. | Children will compare two songs in the same style, use musical vocabulary when discussing what stands out musically in each of them, their similarities and differences. | Children should be able to choose from a wide range of musical vocabulary to accurately describe and appraise music including; cyclic patterns, combination of musical elements, cultural contexts. They will be able to describe how lyrics often reflect the cultural context of music and have social meaning. |