



## Whole school curriculum overview

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p>Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p>Hey You!</p> <p>Old School Hip Hop</p> <p>Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p>That pulse is the foundation of a musical experience and that every piece of music has a pulse. Music has a heartbeat just as we do. "Can you find your pulse?"</p> <ul style="list-style-type: none"> <li>• That rhythm (long and short sounds) and pitch (high and low sounds) are two musical building blocks that can only be used once the pulse is established.</li> <li>• To find their innate pulse through listening and movement.</li> <li>• To participate in an ensemble/band.</li> <li>• Most importantly of all, an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments are all linked.</li> </ul>	<p>Hands, Feet, Heart</p> <p>South African styles</p> <p>South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>That pulse is the foundation of a musical experience and that every piece of music has a pulse. Music has a heartbeat just as we do. "Can you find your pulse?"</p> <ul style="list-style-type: none"> <li>• That rhythm (long and short sounds) and pitch (high and low sounds) are two musical building blocks that can only be used once the pulse is established.</li> <li>• To find their innate pulse through listening and movement.</li> <li>• To participate in an ensemble/band.</li> <li>• Most importantly of all, an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments are all linked.</li> </ul>	<p>Ukulele</p> <p>Focus - to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<p>Ukulele</p> <p>Focus - to get to know the instrument, posture, create basic sounds</p> <p>Focus - Recognising notes on the staff and different note lengths</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<p>Djembe</p> <p>Focus - to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<p>I'll Be There</p> <p>The Music of Michael Jackson</p> <p>How Michael Jackson played a huge part in the development of Pop music and the studio. Quincy Jones.</p>



<p>Autumn 2</p>	<p>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 leading to playing classroom instruments                  Share and perform the learning that has taken place                  Learn to sing nursery rhymes and action songs:                  I'm A Little Teapot                  The Grand Old Duke Of York                  Ring O' Roses                  Hickory Dickory Dock                  Not Too Difficult                  The ABC Song</p>	<p>Rhythm In The Way We Walk and The Banana Rap                  Reggae, Hip Hop</p> <p>Action songs that link to the foundations of music</p> <p>To sing with smiling faces and bright eyes. 'Smiling' encourages a brighter sound; it lifts the voice; and a group of smiling faces leads to a far better performance. A grumpy face leads to a grumpy-sounding song.                  To aim for a good round sound.                  To sing out (to project their voices) but never to shout (shouting comes from the throat and will end up hurting the voice).                  To stand with straight backs, feet hip-width apart, hands by their sides unless they are performing actions or dancing.                  To breathe from deep inside, without disturbing the shoulders.                  To breathe at the ends of phrases/lines and in the same places as each other (if necessary, have a discussion about where to breathe).                  To take care over diction and to enunciate consonants carefully and together as a group; sing a Pop song with clear words but keep the correct style.</p>	<p>Ho Ho Ho</p> <p>Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> <p>To sing with smiling faces and bright eyes. 'Smiling' encourages a brighter sound; it lifts the voice; and a group of smiling faces leads to a far better performance. A grumpy face leads to a grumpy-sounding song.                  To aim for a good round sound.                  To sing out (to project their voices) but never to shout (shouting comes from the throat and will end up hurting the voice).                  To stand with straight backs, feet hip-width apart, hands by their sides unless they are performing actions or dancing.                  To breathe from deep inside, without disturbing the shoulders.                  To breathe at the ends of phrases/lines and in the same places as each other (if necessary, have a discussion about where to breathe).</p> <p>To take care over diction and to enunciate consonants carefully and together as a group; sing a Pop song with clear words but keep the correct style.</p>	<p>Ukulele</p> <p>Focus - to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<p>Ukulele</p> <p>Focus - to get to know the instrument, posture, create basic sounds</p> <p>Focus - Recognising notes on the stave and different note lengths</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<p>Djembe</p> <p>Focus - to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul>	<p>Classroom Jazz 2</p> <p>Jazz, Latin, Blues</p> <p>History of music - Jazz in its historical context.</p>
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<p>Spring 1</p>	<p>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 leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p>	<p>In The Groove  Blues, Latin, Folk, Funk, Baroque, Bhangra  Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles</p>	<p>I Wanna Play In A Band  Rock  Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Ukulele  Focus - to get to know the instrument, posture, create basic sounds  • Perform with control and awareness of others. • Play notes on an instrument with care so that they are clear.</p>	<p>Ukulele  Focus - to get to know the instrument, posture, create basic sounds  Focus - Recognising notes on the stave and different note lengths  • Perform with control and awareness of others. • Play notes on an instrument with care so that they are clear.</p>	<p>Djembe  Focus - to get to know the instrument, posture, create basic sounds  Focus - Recognising notes on the stave and different note lengths  • Perform with control and awareness of others. • Play notes on an instrument with care so that they are clear.</p>	<p>Benjamin Britten - A New Year Carol  Benjamin Britten (Western Classical Music), Gospel, Bhangra.  Literacy and history, Britten100.org, <a href="http://www.fridayafternoons.co.uk">www.fridayafternoons.co.uk</a>. The historical context of Gospel music and Bhangra</p>
<p>Spring 2</p>	<p>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 leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Round And Round  Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion  Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p>Zootime  Reggae  Animals, poetry and the historical context of musical styles.</p>	<p>Ukulele  Focus - to get to know the instrument, posture, create basic sounds  • Perform with control and awareness of others. • Play notes on an instrument with care so that they are clear.</p>	<p>Ukulele  Focus - to get to know the instrument, posture, create basic sounds  Focus - Recognising notes on the stave and different note lengths  • Perform with control and awareness of others. • Play notes on an instrument with care so that they are clear.</p>	<p>Djembe  Focus - to get to know the instrument, posture, create basic sounds  Focus - Recognising notes on the stave and different note lengths  • Perform with control and awareness of others. • Play notes on an instrument with care so that they are clear.</p>	<p>Happy  Pop/Motown  What makes us happy? Video/project with musical examples.</p>



<p>Summer 1</p>	<p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.  <b>Musical learning focus:</b>                  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>Your Imagination Charanga                   Coming soon!                   Coming soon!</p>	<p>Friendship Song Charanga                   Coming soon!                   Coming soon!</p>	<p>Ukulele                   Focus - to get to know the instrument, posture, create basic sounds   <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul> </p>	<p>Ukulele                  Focus - to get to know the instrument, posture, create basic sounds                  Focus - Recognising notes on the stave and different note lengths</p>	<p>Djembe                  Focus - to get to know the instrument, posture, create basic sounds                  Focus - Recognising notes on the stave and different note lengths   <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul> </p>	<p>You've Got A Friend                   The Music of Carole King                   Her importance as a female composer in the world of popular music</p>
<p>Summer 2</p>	<p>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>Reflect, Rewind and Replay                   Western Classical Music and your choice from Year 1                   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>Reflect, Rewind and Replay                  Western Classical Music and your choice from Year 2                   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>Ukulele                   Focus - to get to know the instrument, posture, create basic sounds   <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul> </p>	<p>Ukulele                  Focus - to get to know the instrument, posture, create basic sounds                  Focus - Recognising notes on the stave and different note lengths</p>	<p>Djembe                  Focus - to get to know the instrument, posture, create basic sounds                   Focus - Recognising notes on the stave and different note lengths   <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> </ul> </p>	<p>Reflect, Rewind and Replay                  Western Classical Music and your choice from Year 6                   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>