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| **St Thomas of Canterbury Catholic Primary**  **MUSIC Overview** | | | | | | | |
|  | | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Reception** | Topic | Me: explore – growing, homes, colour, toys, how I look | My Stories: using your imagination, Christmas, Festivals | Everyone: explore – family, friends, people and music from around the world | Our World: explore- animals, jungle, minibeasts, night and day, sand and water | Big Bear Funk: A Transition Unit | Reflect, Rewind and Replay |
| National Curriculum Coverage | *Listen and*  *Appraise* | *Musical Activities – learn about the interrelated dimensions of music through singing, improving and playing classroom instruments* | *Perform and Share* | *Listen and Appraise* | *Musical Activities – learn about the interrelated dimensions of music through singing, improving and playing classroom instruments* | *Perform and Share*  *Reflect on all aspects of listening, performing. Appraising, classroom instruments and performance.* |
| **1** | Topic | Hey You!  :an old school hip hop style. | Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). | In the Groove. | Round and Round, a Bossa Nova Latin style. | Your imagination.  The children will sing the song and add some choreography and musical instruments. They will have a challenge of creating some of their own lyrics. | Reflect, Rewind and Replay  This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| National Curriculum Coverage | *Pulse, rhythm and pitch – children will learn how to rap and enjoy it in its original form.*  *As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old-school hip-hop tunes* | *The children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.* | *The children will learn about different styles of music. There are six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.*  *In the Listen and Appraise section of this unit they will also listen to a well-known song in that weeks’ style.* | *The song presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked* | *The children will know how some sounds are made and changed. With help, they will make sounds with a slight difference, use their voice in different ways to create different effects and listen out for different types of sounds.* | *\* Listen and Appraise Classical music*  *•Continue to embed the foundations of the interrelated dimensions of music using voices and instruments*  *•Singing*  *•Play instruments within the song*  *•Improvisation using voices and instruments*  *•Composition*  *•Share and perform the learning that has taken place* |
| **2** | Topic | Hands, Feet, Heart | Hip, Hip, Hop | I Wanna Play in a Band | Zoomtime | Friendship Song | Reflect, Rewind and Replay |
| National Curriculum Coverage | *Sing songs, following the tune (melody) well. Perform with others, taking instructions from the leader.* | *Make and control long and short sounds using voices and instruments.* | *Choose sounds to achieve an effect (including use of ICT). Order my sounds to help create an effect. Create short musical patterns. Create a sequence of long and short sounds. Create short rhythmic phrases* | *Show control when playing musical instruments so that they sound as they should. Use changes in pitch to communicate an idea. Identify the beat in music. Recognise changes in timbre, dynamics and pitch.* | *Listen carefully and recall short rhythmic and melodic patterns. Use knowledge of dynamics, timbre and pitch to organise music.*  *Know how sounds can be made and changed to suit a situation. Music can be played or listened to throughout history and in different cultures* | *\* Listen and Appraise Classical music*  *•Continue to embed the foundations of the interrelated dimensions of music using voices and instruments*  *•Singing*  *•Play instruments within the song*  *•Improvisation using voices and instruments*  *•Composition*  *•Share and perform the learning that has taken place* |
| **3** | Topic | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing Us Together | Reflect, Rewind and Replay |
| *National Curriculum Coverage* | *Sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Control the voice when singing. Play notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing.* | *Glockenspiel Introduction to the language of music, playing the glockenspiel. Exploring and developing playing skills through the glockenspiel, building on previous knowledge of the recorder.* | *Compose and perform melodies and songs (including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Choose, order, combine and control sounds with awareness of their combined effect* | *Sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.*  *Work together as a class, create own performance of this song.* | *Describe music using words such as duration, timbre, pitch beat, tempo, and texture. Use these words to identify where music works well and how it can be improved.* | *•Listen and Appraise Classical music*  *•Continue to embed the foundations of the interrelated dimensions of music using voices and instruments*  *•Singing*  *•Play instruments within the song*  *•Improvisation using voices and instruments*  *•Composition*  *•Share and perform the learning that has taken place* |
| **4** | *Topic* | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind and Replay |
| *National Curriculum Coverage* | *Sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group.*  *Show voice control when singing.* | *Play notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing.* | *Compose and perform melodies and songs (including using ICT). Use sound to create abstract effects.* | *Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes.* | *Describe music using words such as duration, timbre, pitch beat, tempo, and texture. Use these words to identify where music works well and how it can be improved.*  *Listen to several layers of sound and talk about the effect on the mood and feelings.* | *•Listen and Appraise Classical music*  *•Continue to embed the foundations of the interrelated dimensions of music using voices and instruments*  *•Singing*  *•Play instruments within the song*  *•Improvisation using voices and instruments*  *•Composition*  *•Share and perform the learning that has taken place* |
| **5** | *Topic* | Livin’ on a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bell-Air | Dancing in the Street | Reflect, Rewind and Replay |
| *National Curriculum Coverage* | *Sing in tune. Breathe well and pronounce words, change pitch and show control in singing. Perform in a round. Perform songs in a way that reflects their meaning and the occasion.* | *Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Improvise within a group.* | *Create rhythmic patterns with an awareness of timbre and duration. Create music which reflects given intentions and uses notations as a support for performance.* | *Describe music using musical words and use this to identify strengths and weaknesses in music.*  *Perform with awareness of the genre of music and to an audience.* | *Combine sounds expressively. Create songs with an understanding of the relationship between lyrics and melody. Use standard musical notation of crotchet, minim and semibreve. Read the musical stave and work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave.* | *•Listen and Appraise Classical music*  *•Continue to embed the foundations of the interrelated dimensions of music using voices and instruments*  *•Singing*  *•Play instruments within the song*  *•Improvisation using voices and instruments*  *•Composition*  *•Share and perform the learning that has taken place* |
| **6** | *Topic* | Happy | Classroom Jazz 2 | A New Year Carol | You’ve Got a Friend | Music and Me | Reflect, Rewind and Replay |
| *National Curriculum Coverage* | *Sing or play in tune from memory with confidence. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Perform showing expression.* | *Hold a part in a round and sing a harmony part confidently and accurately. Maintain a part with an awareness of what others are playing. Play the more complex instrumental parts (e.g. xylophone, flute, recorder, violin, cello or clarinet with control).* | *Demonstrate imagination and confidence in the use of sound. Use ICT to organise musical ideas. Show thoughtfulness in selecting sounds and structures to convey an idea. Create musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.* | *Understand how lyrics reflect the cultural context and have social meaning. Use this knowledge to enhance compositions. Appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing.* | *Use standard musical notation to both perform and record music. Use musical vocabulary to help understand how best to combine musical elements. Read notes and know how many beats they represent. Understand the different cultural meanings and purposes of music, use different venues and occasions to vary my performances.* | *•Listen and Appraise Classical music*  *•Continue to embed the foundations of the interrelated dimensions of music using voices and instruments*  *•Singing*  *•Play instruments within the song*  *•Improvisation using voices and instruments*  *•Composition*  *•Share and perform the learning that has taken place* |