



Subject Overview: Music 2016-17

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Find my voice	Find the pulse	Exploring sounds	Playing rhythms	Developing songs	Listening and appraising
<p>Key aims for Nursery:</p> <ul style="list-style-type: none"> - Exposure to a range of styles i.e pop, classical, world music - Expressing themselves through music i.e how does the music make you feel? - Move their body to the music through dance, moving to the pulse - Exploring their voice as an instrument and playing tuned and untuned percussion 						
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Reception	<p>Me Learning through songs about growing, homes, colours, toys, and how I look</p> <p>Developing a singing voice, finding a pulse</p>	<p>My Stories Learning through songs about using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend and once upon a time.</p> <p>Developing a singing voice, finding a pulse</p>	<p>Everyone Learning through songs about family, friends, people and music from around the world.</p> <p>Using tuned and untuned instruments to begin to find pulse</p>	<p>Our World Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>Big Bear Funk Big Bear Funk - A Transition Unit: A. Listen and Appraise B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments C. Perform and Share</p> <p>Learning about funk music and learning how to do the songs in different ways, instruments, improvisation etc.</p>	<p>Reflect, Rewind and Replay</p> <p>Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of Music</p>



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Four key Music skills, listening and appraising, composition and improvisation, performing rhythm, pulse and pitch development

The above skills are developed throughout the curriculum from EYFS to KS2. At each stage, children learn the four skills through song, performance and use of untuned and tuned instruments.

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<p>Year 1</p> <p>By the end of Year 1 children should be able to: Start to find the pulse within the context of different songs Understand that rhythm is long and short sounds over the pulse Begin to understand pitch as high and low sounds Be able to clap a rhythm, improvise a rhythm including voice</p>	<p>Unit: Hey You</p> <p>Style: Old School Hip Hop</p> <p>Topic and cross curricular links: 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>Unit: Little Angel Gets Her Wings</p> <p>Style: General Christmas</p> <p>Topic and cross curricular links: Christmas</p> <p>Links to other units: Christmas units</p> <p>"Little Drummer Boy!"</p> <p>Developing listening, appraising, composition and evaluative skills in Music.</p>	<p>Unit: In The Groove</p> <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Topic and cross curricular links: 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>Unit: Rhythm In The Way We Walk and Banana Rap</p> <p>Style: Reggae, Hip Hop</p> <p>Topic and cross curricular links: Action songs that link to the foundations of music.</p>	<p>Unit: Round and Round</p> <p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles. In The Groove - Year 1 - KS1 (Year 1)</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 1</p> <p>Topic and cross curricular links: 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>



Subject Overview: Music 2016-17

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<p>Year 2</p> <p>By the end of Year 2: Start to perform, organise patterns in musical structures and composing using two notes</p> <p>Notate music in different way (ta and tete)</p> <p>Play together in a band or ensemble</p> <p>Steady pulse</p> <p>Increasing and decreasing tempo</p>	<p>Unit: Hands, Feet, Heart</p> <p>Style: South African styles South African music and Freedom Songs.</p> <p>Topic and cross curricular links: Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p>Unit: Babushka</p> <p>Style: General Christmas</p> <p>Topic and cross curricular links: Christmas</p> <p>Links to other units: Christmas units</p> <p>Develop performance skills and composition skills relating to end of year goals.</p>	<p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition</p>	<p>Unit: I Wanna Play In A Band</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Spring 2 Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>



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<p>Year 3 General musicianship and Charanga resource</p> <p>Xylophones</p> <p>By the end of Year 3, children should to: Sing a tune with expression. Play clear notes on instruments. Use different elements in his/her composition. Create repeated patterns with different instruments. Compose melodies and songs. Create accompaniments for tunes. Combine different sounds to create a specific mood or feeling. Use musical words to describe a piece of music and compositions. Use musical words to</p>	<p>Unit: Three Little Birds</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p>	<p>Unit: Ho, Ho, Ho!</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross curricular links: Christmas. Literacy - christmas jvocabulary. Historical context of musical styles.</p>	<p>Unit: Glockenspiel Stage 2</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition</p>	<p>Unit: Benjamin Britten - There was a Monkey</p> <p>Style: Britten (Western Classical Music), Reggae, R&B</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of R&B and Reggae music.</p>	<p>Unit: Let Your Spirit Fly</p> <p>Style: R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross curricular links: Historical context of musical styles.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 3</p> <p>Topic and cross curricular links: 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>



Subject Overview: Music 2016-17

<p>describe what he/she likes and don't like about a piece of music. Recognise different styles of music. Improve his/her work; explaining how it has been improved.</p>						
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Subject Overview: Music 2016-17

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<p>Year 4 Recorder in prep for ECAM</p> <p>Recorder</p> <p>By the end of Year 4, children should be able to: Perform a simple part rhythmically. To perform as part of an ensemble. Sing songs from memory with accurate pitch. Improvise using repeated patterns. Use notation to record and interpret sequences of pitches. Use notations to record compositions to small group or on his/her own. Explain why silence is often needed in music and explain what effect it has. Identify the</p>	<p>Unit: Mamma Mia Style: ABBA</p> <p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p>	<p>Unit: Five Gold Rings Style: Christmas</p> <p>Topic and cross curricular links: Christmas</p>	<p>Unit: Glockenspiel Stage 3 Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	<p>Unit: Benjamin Britten - Cuckoo Style: Benjamin Britten (Western Classical Music), Folk, Big Band Jazz</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Jazz and folk music.</p>	<p>Unit: Lean On Me Style: Gospel</p> <p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4</p> <p>Topic and cross curricular links: 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>



Subject Overview: Music 2016-17

character in a piece of music. Identify and describe the different purposes of music.						
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<p>Year 5</p> <p>ECAM instruments</p> <p>By the end of Year 5, children should be able to: Breathe in the correct place when singing. Maintain his/her part whilst others are performing their part. Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect.</p>	<p>Unit: Don't Stop Believin'</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Cover versions, 80s music, literacy links, analysing performance.</p>	<p>Unit: Bells Ring Out</p> <p>Style: Christmas</p> <p>Topic and cross curricular links: Christmas</p>	<p>Unit: Classroom Jazz 1</p> <p>Style: Jazz</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context</p>	<p>Unit: Benjamin Britten – A Tragic Story</p> <p>Style: Britten (Western Classical Music), Blues, Trad. Jazz</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Latin and South African music.</p>	<p>Unit: Stop!</p> <p>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Topic and cross curricular links: Composition, Bullying.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 5</p> <p>Topic and cross curricular links: 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</p>



Subject Overview: Music 2016-17

<p>Compose music which meets specific criteria. Use notations to record pitches and rhythms. Choose the most appropriate tempo for a piece of music. Describe, compare and evaluate music using musical vocabulary. Explain why he/she likes /dislikes a piece of music. Suggest improvement to his/her own work and that of others. Contrast the work of a famous composer and explain his/her preferences.</p>						<p>the foundations of the language of music.</p>
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<p>Year 6</p> <p>ECAM instruments Flutes</p> <p>By the end of Year 6 children should be able to: Sing or play in two parts confidently and accurately. Perform parts from memory. Take the lead in a performance. Use a variety of different musical devices in composing (including melody, rhythms and chords). Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Analyse features within different pieces of music Compare and contrast the impact that different composers from</p>	<p>Unit: Livin' On A Prayer</p> <p>Style: Rock</p> <p>Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.</p>	<p>Unit: Benjamin Britten - New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p>	<p>Unit: Classroom Jazz 2</p> <p>Style: Jazz, Latin, Blues</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context</p>	<p>Unit: Fresh Prince Of Bel Air</p> <p>Style: Hip Hop</p> <p>Topic and cross curricular links: 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>Unit: Make You Feel My Love</p> <p>Style: Pop Ballads</p> <p>Topic and cross curricular links: Historical context for ballads.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 6</p> <p>Topic and cross curricular links: 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>



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different times have had on people of that time.						
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