

Northway Community Primary School – Key Learning Overview – MUSIC – CYCLE 1

	TOPIC	SINGING	LISTENING	COMPOSITION	MUSICIANSHIP
EYFS	<p>I've got a Grumpy Face</p> <p>Sorcerer's apprentice</p> <p>Christmas Singing</p> <p>Witch, Witch</p> <p>Row, row, row your boat.</p> <p>Five fine bumble bees.</p> <p>Down there under the sea.</p> <p>It's oh so quiet</p> <p>Slap, clap, clap</p> <p>Bow, bow, bow Belinda</p>	<p>*become confident to sing a range of well-known nursery rhymes and songs.</p> <p>*perform songs, rhymes, poems and traditional tales as part of a group.</p>	<p>*listen attentively to a piece of music and say if I liked it or not.</p> <p>*make live music.</p>	<p>*create simple tunes using untuned percussion.</p>	<p>*move in time with the music.</p> <p>*perform songs, rhymes, poems and traditional tales as part of a group.</p>
Y1 & Y2	<p>Up and Down</p> <p>Menu Song</p> <p>Christmas Singing</p> <p>Football</p> <p>Colonel Hathi's March</p> <p>Magical musical aquarium</p> <p>Dancing and Drawing to Nautilus</p> <p>Cat and Mouse</p> <p>Come dance with me</p>	<p>*sing simple chants and rhymes in tune.</p> <p>*sing chants and rhymes from memory and follow visual cues.</p> <p>*sing songs with increasing vocal control, pitching accurately.</p> <p>*know the meaning of dynamics.</p> <p>*know the meaning of tempo.</p> <p>*demonstrate dynamics and tempo and respond to direction and visual cues.</p>	<p>*developed an understanding of the origins and history of the music I have listened to.</p> <p>*developed a knowledge and understanding of the stories and traditions of the music they are listening to, singing and playing.</p> <p>*listen to recorded performances and say if I liked it or not.</p> <p>*experience live music making in and outside of school.</p> <p>* Listen to recorded and live performances of the Liverpool Philharmonic choir.</p> <p>*say how a piece of music made me feel using simple language such as happy/sad.</p>	<p>*work with a partner to improvise simple vocal chants using vocal chants and answer phrases.</p> <p>*work with a partner to create musical conversations using untuned percussion.</p> <p>*recognise simple graphic notation and how they can represent sound.</p> <p>*create sound effects in response to non-musical stimulus.</p> <p>*use technology to capture sounds.(Chrome Music Bar Song Maker.</p> <p>* Use graphic symbols, dot notation and stick notation.</p>	<p>*move in time to a beat.</p> <p>*understand and respond tempo change in music.</p> <p>*use body percussion to play repeated patterns.</p> <p>* Respond to the pulse.</p> <p>* Recognise tempo and changes in tempo</p> <p>*use untuned percussion repeated patterns.</p> <p>*mark the beat of a listening piece by tapping or clapping.</p> <p>*perform short patterns accurately.</p> <p>*can invent rhythms.</p> <p>* recognise crochets, quavers and crochet rests.</p> <p>*respond independently to pitch changes and indicate with actions.</p> <p>*recognize and represent notation.</p>

Y3 & Y4	Musical Minds Pulse and Rhythm and Ukulele Christmas Singing Chilled out clap rap March from the Nutcracker From a Railway Carriage Fly with the stars	<ul style="list-style-type: none"> *sing a wide range of songs in unison with a pitch range of do-do, pitching the voice accurately. *sing tunefully and with expression. *understand, perform and follow directions for forte and piano. *sing songs with the 4/4 time signature. *begin to sing songs with small and large leaps. *sing in 2 rounds to the chorus of songs. *sing simple partner songs. 	<ul style="list-style-type: none"> *develop a knowledge and understanding of the stories and origins, traditions, history, and social context of music they are listening to, singing, and playing. *develop knowledge of different composers. * Experience live music making in school using a tuned instrument. (Ukulele) * Listen to recorded performances of different versions of the song. * Experience live music making in school using my voice. * Listen to live and recorded performances including the Philharmonic choir. 	<ul style="list-style-type: none"> *improvise using voices, tuned and untuned percussion. *structure musical ideas to create music that have a beginning, middle and an end. * include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. *play and perform in solo and ensemble contexts. *improvise and compose for a range of purposes including in response to a stimulus and to create a specific mood. *use and understand staff and other musical notations. *play compositions. *capture and record ideas 	<ul style="list-style-type: none"> *can play tuned percussion. * can play and perform melodies following staff notation. *can copy melodic phrases with accuracy and different speeds. *can perform 2 or more parts from simple notation using instruments. *have been introduced to the stave, lines, spaces and clef. *can use dot notation to show lower and higher pitch. * understand the difference between minims, crochets, paired quavers and rests. *can read and perform pitch notation. *follow and perform simple rhythmic scores to a steady beat.
Y5 & Y6	Musical Minds - Samba Drums What shall we do with the drunken sailor? Why we sing Building a groove Baloo baleerie	<ul style="list-style-type: none"> * sing a broad range of songs, including those that involve syncopated rhythms. *sing as part of an ensemble. * beginning to sing simple second part vocal harmonies. * sing songs, including songs with a 3 / 4 time signature. * sing partner songs with a verse and a chorus. * observe rhythm, phrasing, accurate pitching. * perform in school assemblies. * perform to a wider audience. 	<ul style="list-style-type: none"> *further develop a knowledge and understanding of the stories and origins, traditions, history, and social context of music they are listening to, singing, and playing. * listen to a piece of music and describe the feeling it has evoked and discuss how the composer has done this. * experience live music making. (Samba drums) * experience live music making in school using my voice for 2-part harmony. * listen to recorded performances of two-part harmony to understand its sound. * listen to recorded performances. *experience live music making in and out of school. (Philharmonic choir) 	<ul style="list-style-type: none"> *improvise using percussion. *improvise and respond to a beat. * create a melodic shape, experimenting with dynamics. *create music with simple sections. *plan and compose a melodic phrase. *compose to evoke a specific atmosphere/mood. 	<ul style="list-style-type: none"> *perform simple accompaniments to familiar songs. *perform as part of an ensemble. *play a melody following staff notation. *understand the difference between 2 / 4 3 / 4 and 4 / 4 time signatures. *read and play short rhythmic phrases. *understand the difference between semibreves, minims, crotchets, quavers and semiquavers and the relevant rests. *further develop the skills to read and perform.

Northway Community Primary School – Key Learning Overview – MUSIC – CYCLE 2

	TOPIC	SINGING	LISTENING	COMPOSITION	MUSICIANSHIP
EYFS	<p>I've got a Grumpy Face</p> <p>Sorcerer's apprentice</p> <p>Christmas Singing</p> <p>Witch, Witch</p> <p>Row, row, row your boat.</p> <p>Five fine bumble bees.</p> <p>Down there under the sea.</p> <p>It's oh so quiet</p> <p>Slap, clap, clap</p> <p>Bow, bow, bow Belinda</p>	<p>*become confident to sing a range of well-known nursery rhymes and songs.</p> <p>*perform songs, rhymes, poems and traditional tales as part of a group.</p>	<p>*listen attentively to a piece of music and say if I liked it or not.</p> <p>*make live music.</p>	<p>*create simple tunes using untuned percussion.</p>	<p>*move in time with the music.</p> <p>*perform songs, rhymes, poems and traditional tales as part of a group.</p>
Y1 & Y2	<p>Carnival of the animals</p> <p>Musical conversations</p> <p>Christmas Singing</p> <p>Grandma rap</p> <p>Swing-along with Shostakovich</p> <p>Charlie Chaplin</p> <p>The rockpool rock</p> <p>Tanczymy labada</p>	<p>*sing simple chants and rhymes in tune.</p> <p>* sing chants and rhymes.</p> <p>* sing songs with increasing vocal control, pitching accurately.</p> <p>* know the meaning of dynamics.</p> <p>*know the meaning of tempo.</p> <p>*can demonstrate dynamics and tempo and respond to direction.</p> <p>*can demonstrate dynamics and tempo and respond to visual cues.</p>	<p>*develop an understanding of the origins and history of the music I have listened to.</p> <p>*develop a knowledge and understanding of the stories and traditions of the music they are listening to, singing and playing.</p> <p>* listen to recorded performances and say if I liked it or not. (Carnival of the animals.)</p> <p>* make live music using tuned (Glockenspiels) and untuned percussion.</p>	<p>* improvise simple vocal chants using vocal chants and answer phrases.</p> <p>* create musical conversations using untuned percussion.</p> <p>*understand the difference between pitch and rhythm.</p> <p>* recognise simple graphic notation and how they can represent sound.</p> <p>* create sound effects in response to non-musical stimulus. (thunderstorm. Jack and the beanstalk)</p>	<p>* move in time to a beat.</p> <p>* understand and respond tempo change in music.</p> <p>* use untuned percussion repeated patterns.</p> <p>* mark the beat of a piece listening or clapping.</p> <p>* perform short patterns accurately.</p> <p>* invent rhythms.</p> <p>*recognise crochets, quavers and crochet rests.</p> <p>* respond independently to pitch changes and indicate with actions.</p> <p>* recognise dot notation and match it to 3 note tunes on a Glockenspiel.</p>

Y3 & Y4	<p>Musical Minds – Musical Words and Contrasts and Recorder</p> <p>Christmas Singing</p> <p>My fantasy football team</p> <p>Fanfare for the common man</p> <p>Spain</p> <p>Global pentatonic</p> <p>Horse in motion</p>	<ul style="list-style-type: none"> * sing a wide range of songs in unison pitching the voice accurately. * sing tunefully and with expression. * perform action songs confidently. I can move to a steady beat and change the tempo of the song as the music changes. * sing songs with the 4/4 time signature. * begin to sing songs with small and large leaps. 	<ul style="list-style-type: none"> *develop a knowledge and understanding of the stories and origins, traditions, history, and social context of music they are listening to, singing, and playing. *develop knowledge of different composers. * Experience live music making in school using a tuned instrument. (Recorder) *listen to a piece of music and describe the feeling it has evoked. *make live music using voice, tuned and untuned percussion as well as technology. 	<ul style="list-style-type: none"> * improvise using voices, tuned and untuned percussion. * structure musical ideas to create music that have a beginning, middle and an end. * compose in response to different stimulus. (Poems) *combine rhythmic notation * play compositions. * explore notation and note values of minim, crochet, crochet rest and paired quavers. * create 4 beat phrases, arranged into bars. * create music to create a specific mood. * record music using technology (garage band) with teacher support and guidance. 	<ul style="list-style-type: none"> * play tuned percussion. * play and perform melodies following staff notation. *play and perform melodies following staff notation. *have been introduced to the stave, lines, spaces and clef. * use some dot notation *awareness of the difference between minims, crochets, paired quavers and rests.
Y5 & Y6	<p>Musical Minds - Boom whackers and Keyboards</p> <p>Shadows</p> <p>Composing for protest!</p> <p>Christmas Singing</p> <p>Dona nobis pacem</p> <p>Ame sau vala tara bal</p>	<ul style="list-style-type: none"> * sing a broad range of songs, including those that involve syncopated rhythms. * sing as part of an ensemble. * sing in 3 rounds with songs with a verse and chorus. * sing songs, including songs with a 3 / 4 time signature. * observe rhythm, phrasing, accurate pitching. * perform in school assemblies. * perform to a wider audience. 	<ul style="list-style-type: none"> *further develop a knowledge and understanding of the stories and origins, traditions, history, and social context of music they are listening to, singing, and playing. * listen to a piece of music and describe the feeling it has evoked and discuss how the composer has done this. * listen to a piece of recorded music and identify some musical instruments by ear. * make live music. 	<ul style="list-style-type: none"> * improvise and respond to a beat using instruments. *experiment with a wide range of dynamics. * create music with simple sections that include repetition and contrast. * plan and compose a melodic phrase. * play notate my composition and play it on a tuned instrument. (recorder) * compose to evoke a specific atmosphere/mood. * capture and record using technology. (Garageband) *use major and minor chords. 	<ul style="list-style-type: none"> * improvise and compose music for a range of purposes. * perform simple accompaniments to familiar songs. * perform as part of an ensemble. * play a melody following staff notation. * use symbols for known rhythms and durations. * understand the difference between semibreves, minims, crotchets, quavers and semiquavers and the relevant rests. * read and play from notation a four bar phrases.