



Whole School Music Overview

Charanga

| Class | Year A | Year B |
|----------------------|---|--|
| Holly Berries | Hey You! Christmas Rhythm In The Way We Walk/Banana Rap In The Groove RRR Practice for a Performance | I Wanna Play In A Band Christmas Round and Round Zootime RRR Practice for a Performance |
| Chestnut | Hands, Feet, Heart Christmas Let Your Spirit Fly Three Little Birds Happy Mamma Mia | Leon On Me Christmas Jazz 1 The Dragon Song Stop! Don't Stop Believin' |
| Maple | Garage Band – Ipad music creation Recorders | Livin on a Prayer I'll Be There Recorders |

| Holly Berries | |
|---|--|
| Year A | Year B |
| Hey You! Christmas Rhythm In The Way We Walk/Banana Rap In The Groove RRR Practice for a Performance | I Wanna Play In A Band Christmas Round and Round Zootime RRR Practice for a Performance |
| Knowledge | |
| Children should be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music. | |
| Skills | |
| Listening and Appraising <ul style="list-style-type: none"> • Begin to identify musical styles from different parts of the world and different instruments that might be used. • Start to find the pulse in music – marching, clapping, and tapping knees in time. • Start to use basic musical language to describe music listened to. • Listen with respect to other people’s ideas and feelings towards music. • Begin to demonstrate an understanding of pulse, rhythm and pitch. | Singing <ul style="list-style-type: none"> • Begin to understand the importance of working together in an ensemble or as part of a group. • Begin to understand the importance of warming up voices, good posture, breathing correctly and projecting voices. • Sing songs and melodies and consider how the words should be interpreted. • Sing in tune within a limited pitch range and perform with a good sense of pulse and rhythm. • Learn to join in and stop as appropriate – following a leader or conductor. |
| Playing Instruments <ul style="list-style-type: none"> • Explore and create music using classroom percussion, tuned and untuned, to play melodies and tunes. • Play and move between differentiated parts with a sound before symbol approach. • Play together in a band or ensemble. • Treat instruments with respect. | Improvisation <ul style="list-style-type: none"> • Explore and create simple musical sounds with voices and instruments. • Improvise using simple patterns. • Create own simple rhythmic patterns that lead to melodies. |
| Composition <ul style="list-style-type: none"> • Record composition in any way that is appropriate – using graphical/pictorial notation. | Perform and Share <ul style="list-style-type: none"> • Begin to work as part of an ensemble. Remembering the importance of starting and ending together and following the leader/conductor. • Sing and rap to each other and to an audience. • Watch a recording and/or discuss the performance – offering respectful feedback and comments. |

| Chestnut | |
|--|--|
| Year A | Year B |
| Hands, Feet, Heart | Leon On Me |
| Christmas | Christmas |
| Let Your Spirit Fly | Jazz 1 |
| Three Little Birds | The Dragon Song |
| Happy | Stop! |
| Mamma Mia | Don't Stop Believin' |
| Knowledge | |
| <p>Children should be taught to sing and play musically with increasing confidence and control. They should develop an awareness of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop and understanding of the history of music. | |
| Skills | |
| <p>Listening and Appraising</p> <ul style="list-style-type: none"> • Listening with increasing concentration to a variety of music from different styles, traditions and times place the music in its historical context. • Find and internalise the pulse of music using movement ie. clap, march, tapping knees. • Use correct musical language to describe the music being listened to and feelings towards it. • Listen with respect to other people's ideas. | <p>Singing</p> <ul style="list-style-type: none"> • Understand the importance of working together in an ensemble or as part of a group. • Understand why we warm up our voices, the importance of good posture, breathing and projecting your voice. • Sing songs and melodies and start to consider how words should be interpreted. • Sing in tune within a limited pitch range and perform with a stronger/ more secure sense of pulse and rhythm. • Join in and stop as appropriate – follow the leader/conductor. |
| <p>Playing Instruments</p> <ul style="list-style-type: none"> • Continue to explore and create music using tuned and un-tuned percussion. • Continue to play and move between differentiated parts with a sound before symbol approach. • Experience playing as part of an ensemble. • Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. | <p>Improvisation</p> <ul style="list-style-type: none"> • Continue to explore and create musical sound with voices and instruments within the context of the song being learnt. • Deepen understanding through activity and knowledge about improvisation. • Improve simple melodies on your own. • Create own simple rhythmic patterns that lead to melodies. |

| | |
|---|--|
| <p>Composition</p> <ul style="list-style-type: none"> • Begin to create own more complex tunes and melodies within the context of the song being learnt. Choose, combine and organise patterns and musical ideas within musical structures. • Compose using 2 notes, increasing to 3 notes and beyond. • Record the composition in any way that is appropriate – using graphic/pictorial notation or with formal notation. • Demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context i.e. getting louder (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). | <p>Perform and Share</p> <ul style="list-style-type: none"> • Have a deeper understanding of working together as part of an ensemble. • Appreciate the importance of starting and ending together by learning to follow the conductor. • Play tuned instruments with more control and rhythmic accuracy. • Improvise and play back compositions using patterns confidently as part of a performance. • Practice, rehearse and present performances with an awareness of audience. • Watch a recording and/or discuss the performance offering respectful comments and feedback. |
|---|--|

| Maple | |
|--|---|
| Year A | Year B |
| Garage Band – Ipad music creation Recorders | Livin on a Prayer I'll Be There Recorders |
| Knowledge | |
| <p>Children should be taught to sing and play musically with increasing confidence and control. They should develop an awareness of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop and understanding of the history of music. | |
| Skills | |
| Listening and Appraising <ul style="list-style-type: none"> • . Listening with increasing concentration to a variety of music from different styles, traditions and times place the music in its historical context. • Securely/confidently recognise different style indicators and different instruments and their sounds. • When listening to music, find and internalise the pulse using movement. • Understand the pulse and its role as the foundation of music and that every piece of music has a pulse, a different pulse. • Use correct musical language to describe music being listened to and feelings towards it. • Listen, comment on and discuss with confidence, ideas together as a group. | Singing <ul style="list-style-type: none"> • Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together. • Understand why we warm up our voices, the importance of good posture, breathing and projecting your voice. • Sing songs and melodies and start to consider how words should be interpreted. • Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Join in and stop as appropriate – follow the leader/conductor. |
| Playing Instruments <ul style="list-style-type: none"> • Introduction to playing the recorder. • Develop understanding of formal musical notation. • Play and perform in solo and ensemble contexts. • Treat instruments (recorders) with respect and use the correct technique to play them. | Improvisation <ul style="list-style-type: none"> • Understand that when you improvise, you make up your own tune or rhythm within boundaries – not written down or noted. If it is written down it becomes a composition. • Continue to create more complex rhythms and melodies and create rhythmic patterns |

| | |
|--|---|
| | that lead to melodies. |
| <p>Composition</p> <ul style="list-style-type: none"> • Compose using 2 notes, increasing to 3 notes and beyond. • Record the composition using formal musical notation. | <p>Perform and Share</p> <ul style="list-style-type: none"> • Have a deeper understanding of working together as part of an ensemble. • Appreciate the importance of starting and ending together by learning to follow the conductor. • Play tuned instruments with more control and rhythmic accuracy. • Improvise and play back compositions using patterns confidently as part of a performance. • Practice, rehearse and present performances with an awareness of audience. • Watch a recording and/or discuss the performance offering respectful comments and feedback. |
| | |