

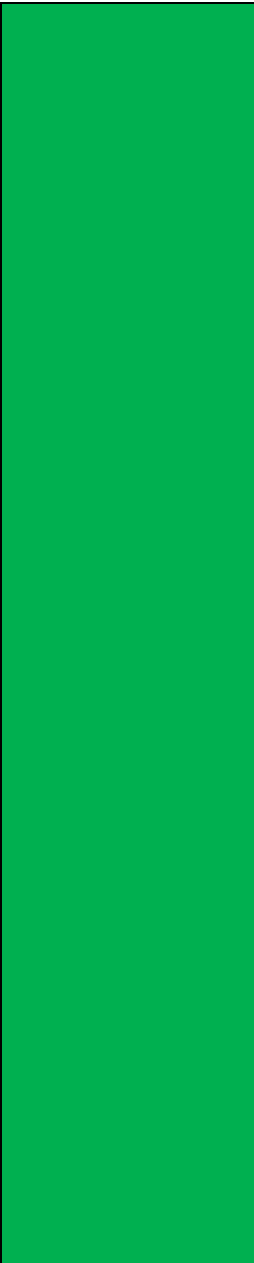
MUSIC Subject Overview

	AUTUMN 1		AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	Music and Technology How does music bring us together?		Developing Ensemble Skills How does music connect us with our past?		Creative Composition How does music improve our world?	Musical Styles Connect Us How does music teach us about our community?	Improvising With Confidence How does music shape our way of life?	Farewell Tour How Does Music Connect Us with the Environment
	Musicianship and Notation Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims,	Listening and Responding Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8	Singing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense	Playing Instruments Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D	Improvising Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D Follow a steady beat and stay 'in time'.	Composing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.	Performing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Rehearse and lead parts of the performance, individually or as a group.	

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	<p>dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F#, D, E, F#, G, A, B, C#, A, B, C, D, E, F, G</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted</p>	<p>and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass; woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, a Rock band, a symphony</p>	<p>of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment.</p>	<p>major, E major, A major, E\flat major, D minor and F minor. Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Play a part on a tuned</p>			
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	<p>quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>	<p>orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and</p>	<p>Sing syncopated melodic patterns. Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>	<p>instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture.</p>			

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		<p>know their purpose. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>		<p>Understand how to rehearse a piece of music in order to improve. Play a more complex part.</p>			
<p>Year 5</p>	<p>Melody in Harmony and Music How does music bring us together?</p>	<p>Sing and Play in Different Styles How does music connect</p>	<p>Composing and Chords How does music improve our world?</p>	<p>Enjoying Musical Styles How does Music teach us about our community?</p>	<p>Freedom to Improvise How does music shape our way of life?</p>	<p>Battle of the Bands! How does music connect Us with the environment?</p>	

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		us with our past?					
	<p>Musicianship and Notation Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet</p>	<p>Listening and Responding Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and</p>	<p>Singing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Sing in unison and parts, and as part of a smaller group. Sing a second part in a song. Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time.</p>	<p>Playing Instruments Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor. Play a part on a tuned instrument, by ear or from</p>	<p>Improvising Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Follow a steady beat and stay 'in time'.</p>	<p>Composing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p>	<p>Performing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as with the whole class. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect on how future performances might be different.</p>

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	<p>quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# Find and keep a steady beat. Copy back various melodic patterns.</p>	<p>know their purpose. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa,</p>	<p>Sing expressively , with attention to breathing and phrasing. Sing expressively , with attention to dynamics and articulation. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world.</p>	<p>notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Begin to understand how to rehearse a</p>			
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		<p>Reggae, Musicals and Film Music. Understand what a musical introduction is and know its purpose. Explain rapping. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Identify the musical style of a song or piece of music. Recognise the following styles and any key</p>		<p>piece of music in order to improve.</p>			
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		musical features that distinguish each style: 20th and 21 st Century Orchestral, ospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.					
Year 4	Developing Notation Skills.		Exploring Feelings When You Play How does music connect us with our past?	Compose With Your Friends How does music improve our world?	Feelings Through Music How does music teach us about our community?	Expression and Improvisation How does music shape our way of life?	The Show Must Go On! How does Music connect us with the environment?
	Musicianship and Notation Notation Elements: <i>Pulse, Rhythm, Pitch,</i>	Listening and Responding Elements: <i>Pulse, Rhythm, Pitch,</i>	Singing Elements: <i>Pulse, Rhythm, Pitch, Tempo,</i>	Playing Instruments Elements: <i>Pulse, Rhythm, Pitch, Tempo,</i>	Improvising Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure</i>	Composing Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics</i>	Performing Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</i> Rehearse and enjoy the

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	<p>Tempo, Dynamics</p> <p>Explore improvisation within major and minor scales.</p> <p>Follow a steady beat and stay 'in time'.</p>	<p>Tempo, Dynamics, Timbre, Texture, Structure</p> <p>Talk about the words of the Song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Discuss the structures of Songs.</p>	<p>Dynamics, Structure</p> <p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p>	<p>Dynamics, Timbre, Texture, Structure</p> <p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p>	<p>Explore improvisation within a major and minor scale.</p>	<p>Create a melody using crotchets, minims, quavers and their rests.</p>	<p>opportunity to share what has been learnt in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p>
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		<p>Explain what a main theme is and identify when it is repeated.</p> <p>Identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal/instrumental line and the rest of the ensemble • A change in texture - The articulation of certain words • Programme music: Know and understand what 	<p>Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>			
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		<p>a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonalities.</p> <p>Recognise the style of music they are listening to.</p> <p>Recognise the following styles and any important musical features that</p>					
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		distinguish each style: 20 th and 21 st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.					
Year 3	Developing Notation Skills. Using these to play simple songs on the recorder.			Playing in a Band What stories does music tell us about the past?	Composing Using Your Imagination How does music make the world a better place?	More Musical Styles How does music help us get to know our community?	Opening Night How does music connect us with our planet?
	Musicianship and Notation Notation Elements: <i>Pulse, Rhythm, Pitch,</i>	Listening and Responding Elements: <i>Pulse, Rhythm, Pitch, Tempo,</i>	Singing Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure</i>	Playing Instruments Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics,</i>	Improvising Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure</i>	Composing Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics</i> Create a simple melody using	Performing Elements: <i>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</i> Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from

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	<p>Tempo, Dynamics Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with</p>	<p>Dynamics, Timbre, Texture, Structure Talk about the style of the music. Share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music. Identify and describe their</p>	<p>Sing as part of a choir and in unison. Have a go at singing a solo. Demonstrate good singing posture. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently.</p>	<p>Timbre, Texture, Structure Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a Melodic instrument, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation. Play the instrumental part</p>	<p>Explore improvisation within a major scale.</p>	<p>crotchets, minims and perhaps paired quavers.</p>	<p>memory or with notation, and with confidence.</p>
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	<p>rhythmic patterns using minims, crotchets, quavers and their equivalent rests. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Understand the</p>	<p>feelings when hearing the music, including why they like or don't like the music. Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements more confidently when talking about the music. Recognise that some instruments are band instruments and some are orchestral instruments.</p>	<p>Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures.</p>	<p>they are comfortable with and swap when appropriate. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>			
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	<p>beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. Start learning about basic music theory:</p> <ul style="list-style-type: none">● Introduce and understand the differences between crotchets and paired quavers.● Play and sing in the time signatures of 2/4, 3/4 and 4/4.● Create rhythms using word phrases as a starting point.	<p>Identify specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar.</p>							
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	<ul style="list-style-type: none"> Identify the names of some pitched notes on a staff. Identify if a song is major or minor in tonality. 							
Year 2	Pulse, rhythm and pitch	Playing in an orchestra Christmas Nativity Songs	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our Big Concert		
(Subject to change. Curriculum In development)	Musicianship and Notation Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Use body percussion, instruments and voices. Move in time and keep a steady beat together. Create their own rhythmic and melodic	Listening and Responding Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Find and try to keep a steady beat. Invent different actions to move in	Singing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory.	Playing Instruments Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned	Improvising Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A Begin to create personal musical ideas using the	Composing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Continue to understand that composing is like writing a story with music. Perform their simple composition/s using two, three, four or five notes. Start their tune/s on note one and end it on note one.	Performing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions to the song. Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. Perform the song from memory. Follow the leader or conductor. Continue to play tuned and untuned instruments musically within the performance. Continue to use the voice expressively and creatively by singing simple songs.	

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	<p>patterns. Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Understand the difference between creating a rhythm pattern and a pitch pattern. Sing short phrases independently. Continue to learn to watch and follow a steady beat. Begin to understand that the speed of the beat can change,</p>	<p>time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music. Talk about why they like or don't like the music. Talk about any other music they have heard that is similar.</p>	<p>Sing with more pitch accuracy. Understand and follow the leader or conductor. Sing and try to communicate the meaning of the words. Listen for being 'in time' or 'out of time'. Add actions and perhaps movement to a song.</p>	<p>or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in</p>	<p>given notes. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> • Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F). Explore and create graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of 	<p>Continue to play together as a group /band /ensemble. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>
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	<p>creating a faster or slower pace (tempo). Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long and short sounds, and match them to syllables and movement.</p>	<p>Identify a fast or slow tempo. Mark the beat of a listening piece by tapping or clapping, and recognize tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence.</p>		<p>time with a steady beat.</p>		<p>sounds in response to music and video stimuli.</p> <ul style="list-style-type: none"> • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. 	
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		<p>Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. Begin to understand that there are different styles of music. Discuss the style(s) of the music. Discuss what the song or piece of music might be about.</p>					
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<p>YEAR 1</p>	<p>My Musical Heartbeat How Can We Make Friends When we Sing Together?</p>		<p>Dance, Sing and Play How does music tell stories about the past? Nativity songs</p>	<p>Exploring Sounds How does music make the world a better place? Carnival of the animals</p>	<p>Learning To Listen How does music help us to understand our neighbours?</p>	<p>Having fun with improvisation What songs can we sing to help us through the day?</p>	<p>Let's Perform Together! How does music teach us about looking after our planet?</p>
	<p>(Subject to change. Curriculum In development)</p>	<p>Musicianship and Notation Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Use body percussion, instruments and voices. Find and keep a steady beat together. Begin to move in time with a</p>	<p>Listening and Responding Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Move, dance and respond in any way they can when listening.</p>	<p>Singing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Sing, rap or rhyme as part of a choir/group . Begin to demonstrate good singing posture –</p>	<p>Playing Instruments Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Rehearse and learn to play a simple melodic instrumental part by ear.</p>	<p>Improvising Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to</p>	<p>Composing Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two,</p>


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	<p>steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Start to know and demonstrate the difference between pulse, rhythm and pitch.</p>	<p>Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understandi</p>	<p>standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song.</p>	<p>Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati</p>	<p>create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>three, four or five notes. Use simple notation if appropriate:</p> <ul style="list-style-type: none"> • Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C. F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F. D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D. Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in 	<p>untuned instruments musically within the performance.</p> <ul style="list-style-type: none"> • Begin to use the voice expressively and creatively by singing simple songs. • Begin to play together as a group /band /ensemble. • Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.
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		<p>ng dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand different styles of music.</p>		<p>or riffs) while keeping in time with a steady beat.</p>		<p>response to music and video stimuli.</p> <ul style="list-style-type: none"> • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. 	
<p>EYFS</p>	<p>Singing - nursery rhymes and action songs, Whole class.</p> <p>Small group work:</p>	<p>Singing –, nursery rhymes and action songs. Longer songs plus songs for nativity</p>	<p>Singing more complex songs – wider vocal range.</p>	<p>Listening to music and responding with movement.</p>	<p>Singing nursery rhymes and action songs. Using music, song and dance</p>	<p>Singing nursery rhymes and action songs. Using music, song and dance</p>	

MUSIC Subject Overview

	<p>Clapping whilst following teacher – changing tempo</p> <p>Introduction to playing percussion instruments. Tambourines, drums, maracas, triangles etc.</p> <p>Varying the tempo (speed) and the dynamics (loudness).</p>	<p>Small group work: Introduce body percussion – follow teacher, vary tempo and combinations of actions. Rhythms increasing in complexity. The Snail and the Whale Compose sound effects to The Gruffalo and Bear Hunt using percussion instruments</p>	<p>Introduce whole class body percussion</p> <p>Small group instrument work - Move to child taking the lead. Introduce child only playing when it is their turn.</p> <p>Introduce <u>tuned</u> percussion- vary dynamics and tempo</p>	<p><u>Using music, song and dance to tell stories etc</u> <u>TOYS</u></p>	<p>to tell stories (The Enormous Turnip, Jack and The Beanstalk)</p>	<p>to tell stories (What the Ladybird Heard)</p>
	<p>Using music, song and dance to tell stories (Gruffalo, We're Going on a Bear Hunt)</p> <p>Making Gruffalo Crumble</p>	<p>Listening to music and responding with movement.</p> <p>Grand Finale – whole class percussion session!</p>				