

MUSIC WHOLE SCHOOL OVERVIEW 2022-2023

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Nursery Rhymes, Action Songs and Dances</p> <ul style="list-style-type: none"> • Sing simple nursery rhymes and action songs • Create movement in response to music • Use music and movement to express feelings <p>Explore the sound of different instruments (eg maracas, claves, jingle bells, tambourines)</p>	<p>Travel and Movement</p>	<p>Hungry Caterpillar/Minibeasts</p>	<p>Marching Band</p>	<p>I've got Feelings</p>	<p>Let's Jam</p>
Reception	<p>I've Got A Grumpy Face</p> <p>'I've got a grumpy face' explores emotions and feelings using the voice and facial expressions. It provides the starting point for experimenting with timbre using voices and instruments, and composing new verses.</p>	<p>Me!</p> <ul style="list-style-type: none"> • Listen and respond to different types of music • Sing simple nursery rhymes and action songs • Move to the pulse in different ways • Improvise rhythms on simple untuned classroom percussion instruments • Play musical games 	<p>Topic: My Stories</p> <ul style="list-style-type: none"> • Listen and respond to different types of music • Sing simple nursery rhymes and action songs • Move to the pulse in different ways • Improvise rhythms on simple untuned classroom percussion instruments • Play musical games • Begin to play simple one-note tunes on classroom glockenspiels 	<p>Everyone!</p> <ul style="list-style-type: none"> • Listen and respond to different types of music • Sing simple nursery rhymes and action songs • Move to the pulse in different ways • Improvise rhythms on simple untuned classroom percussion instruments • Play musical games • Begin to play simple one-note tunes on classroom glockenspiels 	<p>Our World/Under the Sea</p> <ul style="list-style-type: none"> • Listen and respond to different types of music • Sing simple nursery rhymes and action songs • Move to the pulse in different ways • Improvise rhythms on simple untuned classroom percussion instruments • Play musical games • Begin to play simple two-note tunes on classroom glockenspiels 	<p>Big Bear Funk</p> <ul style="list-style-type: none"> • Listen and respond to different types of music • Sing simple nursery rhymes and action songs • Move to the pulse in different ways • Improvise rhythms on simple untuned classroom percussion instruments • Play musical games • Begin to play simple two-note tunes on classroom glockenspiels

1	<p>Let's Cook! Menu Song Bake, Bake, Bake.</p> <p>This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. Children will:</p> <ul style="list-style-type: none"> ● Practise their listening skills ● Learn to sing the 'Menu Song' ● Learn to sing 'Bake, Bake, Bake.' ● Keep a steady beat ● Develop a sense of pitch by echo singing a leader ● Perform and share 	<p>Round and Round (Bossa Nova)</p>	<p>Glockenspiel 1</p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music and formal notation skills through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel.</p>	<p>In the Groove</p>		<p>Rhythm in the Way We Walk/Banana Rap</p>
2	<p>Grandma Rap</p> <p>This unit explores beat and rhythm work using crotchets and quavers. Beginning with on the spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4 beat patterns. Children will:</p> <ul style="list-style-type: none"> ● Show crotchet and quaver durations with actions ● Chant and play rhythms using the crotchet and quaver durations from traditional music notations ● Learn the clapping game 'Hi Lo Chicka Lo' ● Compose a 4 beat to create a new rhythmic accompaniment 	<p>Glockenspiel 1</p> <p>This is a six-week unit of work that introduces the children to learning about the language of music and traditional notation skills through playing the glockenspiel. The learning is focused around exploring and developing ensemble skills.</p>	<p>Hands, Feet, Heart Music from South Africa</p> <p>Children will: <i>Listen and Appraise.</i> <i>Carry out musical activities:</i></p> <ul style="list-style-type: none"> ● Play musical games ● Sing ● Play instruments ● Improvise ● Compose ● Perform and share 	<p>Bells</p>	<p>Friendship Song</p> <p>Children will: <i>Listen and Appraise.</i> <i>Carry out musical activities:</i></p> <ul style="list-style-type: none"> ● Play musical games ● Sing ● Play instruments ● Improvise ● Compose ● Perform and share 	<p>Cat and Mouse</p>

	<ul style="list-style-type: none"> • Chant 'Grandma Rap' and perform to an accompaniment that children create 					
3	<p>Chilled Out Clap Rap This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and creative activities that will help the pupils develop their understanding of beat and rhythm.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Create clapping patterns • Transfer clapping patterns to tuned instruments and as a group create a layered piece of music • Rap accurately and rhythmically with dynamic contrast • Perform crotchet and quaver actions on the beat and adapt these actions when the tempo changes 		<p>Recorder Course All children learn to play recorder, focussing on developing early instrumental skills and understanding traditional musical notation.</p>	<p>Glockenspiel 1 This is a six-week unit of work that introduces the children to learning about the language of music and traditional notation skills through playing the glockenspiel. The learning is focused around exploring and developing ensemble skills.</p>	<p>Let Your Spirit Fly Children will: <i>Listen and Appraise.</i> <i>Carry out musical activities:</i></p> <ul style="list-style-type: none"> • Play musical games • Sing • Play instruments • Improvise • Compose • Perform and share 	<p>Instruments of the Orchestra A study of the instruments of the orchestra featuring <i>Peter and the Wolf</i> by Prokofiev and including a range of other examples for listening and appraising.</p>
4	<p>EMS Guitars All children will learn to play the guitar, leading to a performance for other year groups/parents.</p>	<p>EMS Guitars All children will learn to play the guitar, leading to a performance for other year groups/parents.</p> <p>This Little Light of Mine In this unit, the children will explore gospel music (jazz). Children will:</p> <ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and possibly B flat) • Sing in a Gospel style with expression and dynamics 		<p>Recorder Course All children learn to play recorder, focussing on developing early instrumental skills and understanding traditional musical notation.</p>	<p>Blackbird – The Beatles</p>	<p>Glockenspiel 2 This is a six-week unit of work that introduces the children to learning about the language of music and traditional notation skills through playing the glockenspiel. The learning is focused around exploring and developing ensemble skills.</p>

		<ul style="list-style-type: none"> ● Sing Part 1 of a partner song rhythmically. ● Play a bass part and rhythm ostinato along with <i>This little light of mine</i>. ● Listen and move in time to songs in a Gospel style. 				
5	<p>Sea Shanties</p> <p>In this unit, the children will be learning about the purpose of sea shanties as work songs. This will lead to the creation of rhythm games and a class arrangement using voices, instruments and body percussion.</p> <p>Children will:</p> <ul style="list-style-type: none"> ● Sing a sea shanty expressively and with a strong beat ● Learn a cup rhythm game, keeping to the best of the song ● Create body percussion patterns to accompany a sea shanty ● Create accompaniments ● Rehearse and perform 		<p>Glockenspiel 2</p> <p>This is a six-week unit of work that introduces the children to learning about the language of music and traditional notation skills through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing ensemble skills.</p>	<p>The Planets</p> <p>Great Composers (Early 20th Century 1900-1930)</p> <p>A range of examples for listening and appraising classical music, leading to a group composition project based on 'The Planets Suite' by Gustav Holst.</p>	<p>Recorder Course</p> <p>All children learn to play recorder. They build on their fundamental instrumental skills and continue to develop their understanding of traditional musical notation.</p>	
6	<p>Hey Mr Miller</p> <p>Swing Jazz</p> <p>The children will learn the song 'Hey, Mr Miller,' which refers to the American musician Alton Glenn Miller and have the opportunity to discover some of the most rebound big band leaders of 1930's and 1940's America.</p> <p>Children will:</p> <ul style="list-style-type: none"> ● Learn the song 'Hey, Mr Miller' ● Find out about swing music ● Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington 			<p>Year 6 Production</p> <p>All children in Y6 involved in preparing a musical production which includes ensemble and solo singing, acting, movement and dance</p>		<p>Nobody Knows</p> <p>A soulful, lyrical ballad, which features in the film <i>Pete's Dragon</i>, is inspiration for writing a song on the theme of leavers. The Unit begins by learning the song by The Lumineers, exploring the mood, texture, and singing with expression. Children move on to learn the chord progression of the song, and create their own lyrics and melody on the theme of leavers, adapting the chords to suit their own intentions.</p>

	<ul style="list-style-type: none">• Improvise syncopated melodies using notes of the C major scale• Sing and play a class arrangement with a good sense of ensemble.					
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