

Music Overview 2023 - 24

The Music Plan comes from Charanga and MMC. This scheme has been updated to match the changes made to the Music National Curriculum. The new scheme – Model Music Curriculum (MMC) – covers KS1 and KS2, and raises the expectation of the children when compared to the old curriculum.

The old scheme is being used to teach instruments – recorder, guitar and glockenspiel. As the children move through the school, they will be introduced to increasingly difficult instruments. Reception will use percussion instruments. In year 1, tuned instruments will be introduced using bars from the glockenspiel. In Year 2 and 3, children will be introduced to and develop the recorder, Year 4 the glockenspiel, year 5 the guitar. The old scheme is also being used for 2 unit – one in Year 2 and one in Year 6.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
N	Provision through free flow activities and shared rhymes, songs, etc. Listen to sounds Respond to a variety of music from different cultures through dance, instruments						
R	Me Remember and sing entire songs Sing the pitch of a tone by another person – high/low Sing the melodic shape – up down, etc. Perform in front of others on a stage	Our Word – Music From Around the World Sing in a group or do a solo Match the pitch and the melody Replicate a choreographed dance and make up one of their own Perform in front of others on a stage Remember and sing entire songs			Big Bear Funk – R&B/Motown Move to and talk about their favourite artists/songs Sing in a group or do a solo Match the pitch and the melody Remember and sing entire songs		

Year	Autumn	Spring	Summer
I	My Musical Heartbeat <u>Understanding Music</u> Find and keep a steady beat together Understand the difference between creating a rhythm pattern and a pitch pattern Copy back simple melodic patterns using high and low <u>Listening</u> Move and dance with the music Find a steady beat <u>Singing</u> Sing, rap, rhyme, chant and use spoken word Demonstrate good singing posture Sing songs from memory <u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear <u>Improvising</u> Explore improvisation using notes C, D and E <u>Composing</u> Create a simple melody using crotchets and minims: CDEFG Start and end on the note C <u>Performing</u> Enjoy and have fun performing Add actions to the song Play some simple instrumental parts Christmas Production: Little Angel Gets Her Wings	Exploring Sounds <u>Understanding Music</u> Find and keep a steady beat together Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low <u>Listening</u> Move and dance with the music Talk about feelings created by the music Describe tempo as fast or slow Describe dynamics as loud and quiet <u>Singing</u> Sing songs from memory Sing in unison <u>Notation</u> Explore standard notation, using crotchets, minims and quavers, and simple combinations of: FGA; DAC <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major <u>Improvising</u> Explore improvisation using notes: FGA; DFG <u>Composing</u> Explore and create graphic scores Create a simple melody using crotchets and minims: FGACD. Start and end on the note F Create a simple melody using crotchets and minims: DFGAC Start and end on the note D <u>Performing</u> Enjoy and have fun performing Add actions to the song Play some simple instrumental parts	Having Fun With Improvisation <u>Understanding Music</u> Use body percussion, instrument and voices In the key centred of: C major, F major, G major and A minor Find and keep a steady beat together Complete vocal warm-ups with a copy back option to use SOLFA <u>Listening</u> Talk about feelings created by the music Find a steady beat. Describe tempo as fast or slow Describe dynamics as loud and quiet Begin to understand there are different styles of music <u>Singing</u> Sing, rap, rhyme, chant and use spoken word Demonstrate good singing posture Sing in unison <u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds Explore standard notation, using crotchets, minims and quavers, and simple combinations <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major, D major and D minor <u>Improvising</u> Improvise simple vocal patterns using 'Question and Answer' phrases Understand the difference between creating a rhythm pattern and a pitch pattern <u>Composing</u> Create musical sound effects and short sequences of sounds in response to music and video stimulus Create a story, choosing and playing classroom instruments and/or sound makers <u>Performing</u> Choose a song(s) to perform to a well-known audience Prepare a song to perform Communicate the meaning of the song

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2	<p>Hands Feet Heart (old scheme) <u>Understanding Music</u> Use body percussion, instruments and voices Find and keep a steady beat Sing short phrases independently <u>Listening</u> Walk in time to the beat of a piece of music Move and dance with the music confidently Describe dynamics as loud and soft; tempo as fast and slow Recognise some band and orchestral instruments <u>Singing</u> Demonstrate good singing posture Move confidently to a steady beat <u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Identify hand signals as notation, and recognise music notation on a staff of 5 lines <u>Improvising</u> Explore improvisation within a major scale using the notes CDE <u>Performing</u> Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence</p> <p>Christmas Production: Babushka</p>	<p>Inventing Musical Story <u>Understanding Music</u> Find and keep a steady beat Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low <u>Listening</u> Talk about how the music makes you feel Find different steady beats Start to talk about the style of a piece of music <u>Singing</u> Talk about feelings created by the music/song Begin to talk about and understand the style of music <u>Notation</u> Identify hand signals as notation, and recognise music notation on a staff of five lines <u>Playing instruments</u> Rehearse and learn to play simple melodic instrumental part by ear or from notation, in C major, F major and G major <u>Composing</u> Explore and create graphic scores Create a story, choosing and playing classroom instruments Create a simple melody using crotchets and minims: CDEFG; GAB</p>	<p>Recorder (old scheme) <u>Understanding Music</u> Find and keep a steady beat Copy back simple rhythmic patterns using long and short <u>Notation</u> Identify hand signals as notation, and recognise music notation on a staff of five lines Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: BAG <u>Playing instruments</u> Rehearse and learn to play simple melodic instrumental part by ear or from notation Rehearse and learn a simple instrumental part by ear or from notation, using the notes GAB <u>Performing</u> Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in performance</p>
3	<p>Harvest Production: The Little Red Hen</p> <p>Creative Tools Rhythm Grid <u>Understanding Music</u> Copy back and improvise simple melodic patterns using the notes: CDE; GAB; FGA; ABC Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests <u>Listening</u> Find the beat or groove of the music Talk about music styles <u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: CDEFGAB; FGABbC; GABCDE; EF#G#AB Read and respond to semibreves, minims, crotchets and paired quavers Identify: staff; treble clef; time signature; lines and spaces on the staff Apply spoken word to rhythms, understanding how to link each syllable to one musical note <u>Improvising</u> Compose over a simple groove Compose over a drone Structure musical ideas (eg using echo or 'Question and Answer' phrase) to create music that has a beginning, middle and end <u>Composing</u> Use music technology, if available to capture, change and combine sounds Compose a simple chord progression Compose over a simple groove Compose over a drone Start to use simple structures within compositions eg introduction, verse, chorus or AB form <u>Performing</u> Reflect on feelings about sharing and performing. Eg excitement, nerves, enjoyment Talk about what the song means and why it was chosen to share</p>	<p>Recorder (old scheme) <u>Understanding Music</u> In the time signatures of 2/2, 3/4 and 4/4 Find and keep a steady beat Copy back and improvise simple melodic patterns using: CDE; GAB Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests <u>Notation</u> Identify and understand the differences between crotchets and paired quavers Read and respond to semibreves, minims, crotchets and paired quavers Identify: staff; treble clef; time signature; lines and spaces on the staff Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: CDEFGAB <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, using the notes C,D,E,F,F#,G,G#,A,B,Bb Develop facility in playing tuned percussion or a melodic instrument such as a recorder <u>Performing</u> Play and perform melodies following staff notation, using a small range, as a whole class or in small groups</p>	<p>Learning More About Music Styles <u>Understanding Music</u> Use body percussion, instruments and voices In the key centres of: C major, F major, G major and A minor In the time signatures of 2/2, 3/4 and 4/4 <u>Listening</u> Share your thoughts and feelings about the music together Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes 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 <u>Singing</u> Perform actions confidently and in time to a range of action songs Sing songs from memory and/or from notation Sing in unison <u>Notation</u> Identify and understand the differences between crotchets and paired quavers Read and respond to semibreves, minims, crotchets and paired quavers Identify: staff; treble clef; time signature; lines and spaces on the staff <u>Improvising</u> Explore improvisation within a major scale Structure musical ideas (eg using echo or 'Question and Answer' phrase) to create music that has a beginning, middle and end <u>Composing</u> Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values Create a simple melody using crotchets, minims and perhaps paired quavers <u>Performing</u> Talk about what the song means and why it was chosen to share Reflect on feelings about sharing and performing. Eg excitement, nerves, enjoyment</p>

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4	<p>Glockenspiel 1 and 2 (old scheme)</p> <p><u>Understanding Music</u> In key of C major, F major G major and A minor In time signature of: 2/4, 3/4, and 4/4 Copy back melodic patterns</p> <p><u>Notation</u> Identify: staff; treble clef; time signature Identify and understand the differences between minim, crotchet, paired quavers and rests Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Explore standard notation, using semibreves, minims, dotted crotchets, quavers and semibreves, and simple combinations of: CDEFGAB</p> <p><u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major</p> <p><u>Improvising</u> Explore improvisation within a major scale Improvise over a simple chord progression</p> <p><u>Composing</u> Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt Create a melody using crotchets, minims, quavers and their rests Use a pentatonic scale: CDEFG – start and end on the note C (C major)</p> <p><u>Performing</u> Rehearse and enjoy the opportunity to share what has been learnt in the lessons Perform, with confidence, a song from memory or using notation Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback; consider how future performances might be different</p>	<p>Creating Simple Melodies</p> <p><u>Understanding Music</u> In key of C major, F major G major and A minor Find and keep a steady beat Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semibreves and their rests, by ear or from notation</p> <p><u>Listening</u> Identify the tempo as fast, slow or steady Recognise the style of music you are listening to Explain what a main theme is and identify when it is repeated Recognise the following styles and any important musical features that distinguish the style: 21st & 21st Century orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic dance music</p> <p><u>Singing</u> Rehearse and learn songs from memory and/or with notation Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture 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><u>Notation</u> Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Explore standard notation, using semibreves, minims, dotted crotchets, quavers and semibreves, and simple combinations of: CDEFGAB</p> <p><u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major</p> <p><u>Improvising</u> Explore improvisation within a major scale Improvise over a simple chord progression Improvise on a limited range of pitches on the instrument you are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation</p> <p><u>Composing</u> Compose over a simple chord progression Compose over a groove Use simple dynamics Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values</p> <p><u>Performing</u> Play and perform melodies following staff notation, using a small range, as a whole class or in small groups Include instrumental parts/improvisatory sections/composed passages within rehearsal and performance Explain why the song was chosen, including its composer and the historical and cultural context of the song</p> <p>Easter Production</p>	<p>Creative Tools Music Notepad</p> <p><u>Understanding Music</u> Use body percussion, instruments and voices Copy back melodic patterns using the notes: CDE; CDEGA; GAB; GABDE; FGA; ABCDEFG</p> <p><u>Listening</u> Find and demonstrate the steady beat Identify 2/2, 3/4 and 4/4 metre Recognise the sound and notes of the pentatonic scale by ear and from notation</p> <p><u>Notation</u> Explore standard notation, using semibreves, minims, dotted crotchets, quavers and semibreves, and simple combinations of: CDEFGAB; FGABbC; GABCDEF#; DEF#GABC Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers Identify: staff; treble clef; time signature Read and perform pitch notation within a range</p> <p><u>Improvising</u> Improvise over a groove Explore improvisation within a major scale using the notes: CDE; CDEGA; CDEFG; DEF#AB; DEFGA</p> <p><u>Composing</u> Use music technology, if available, to capture, change and combine sounds Start to use simple structures within compositions, eg introduction, verse, chorus or AB form Create a melody using crotchets, minims, quavers and their rests Use a pentatonic scale: CDEGA – start and end on the note C; CDEFG – start and end on the note C (C major); ABCDE – start and end on the note A (A minor A); DEFGA – start and end on the note D (D minor); GABDE – start and end on the note G</p> <p><u>Performing</u> Play and perform melodies following staff notation, using a small range, as a whole class or in small groups Rehearse and enjoy the opportunity to share what has been learned in the lessons Talk about what the rehearsal and performance has taught the student</p>

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5	<p>Sing and Play Different Styles (MMC v2) <u>Understanding Music</u> In the time signatures of: 2/4, 4/4 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation Copy back melodic patterns using the notes: GABCDEF# <u>Listening</u> Talk about feelings created by the music Identify the musical style of a song or piece of music Recognise the following styles and any important musical features that distinguish the style: 21st & 21st Century orchestral, Pop, and Gospel <u>Singing</u> Sing in unison and parts, and as part of a smaller group Sing expressively, with attention to breathing and phrasing Respond to a leader or conductor <u>Notation</u> Identify the staff and symbols on the staff (such as treble clef), the name of the note on the lines and in spaces, barlines, a flat sign and a sharp sign Read and perform pitch notation within an octave (eg C-C'/do-do) <u>Playing instruments (Recorder)</u> Rehearse and learn to play one of 4 differentiated instrumental parts by ear or from notation, in tonal centres of C major, F major and Eb major <u>Composing</u> Create music in response to music and video stimulus Start to use structures within compositions eg introduction, multiple verse and chorus sections, AB for or ABA form (ternary) <u>Performing</u> Perform in small groups as well as whole class A student leads part of the rehearsal and part of the performance</p>	<p>Guitar (old scheme) <u>Understanding Music</u> In the key centres of: C major, G major, D major, F major and A minor In the time signature of: 2/4, 3/4 and 4/4 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation <u>Notation</u> Read and respond to minims, crotchets, quavers Identify the staff and symbols on the staff (such as treble clef), the name of the note on the lines and in spaces, barlines, a flat sign and a sharp sign Further understand the differences between semibreves, minims and crotchet rest Understand the differences between 2/4, 3/4, and 4/4 time signatures <u>Playing instruments</u> Rehearse and learn to play simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor Play melodies on melodic instruments, following staff notation written one staff and using notes within the middle C-C'/do-do range. This is initially done as a whole class, with greater independence gains over time through small group performances <u>Composing</u> Start to use structures within compositions, eg introduction, verses and chorus Use simple dynamics Use rhythmic variety <u>Performing</u> Perform in small groups as well as whole class Perform from memory or with notation, with confidence and accuracy</p>	<p>Guitar (old scheme) <u>Understanding Music</u> In the time signature of: 2/4, 3/4, 4/4, 5/4 and 6/4 Listen and copy rhythmic patterns made of dotted minims, minims, crotchets, dotted crotchet, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation Copy back melodic patterns using a wide variety of notes including sharps, flats and naturals <u>Notation</u> Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers Further understand the differences between semibreves, minims and crotchet rest, paired quavers and semiquavers Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers and simple combinations of a variety of notes <u>Improvising</u> Explore improvisation within a major scale using a range of notes Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape Experiment with using a wider range of dynamics including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) <u>Composing</u> Use a wider range of dynamics (see improvising) Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all relevant rests Use a pentatonic and full scale. Use major and minor scales <u>Performing</u> A student leads part of the rehearsal and part of the performance Record the performance and compare it to previous a performance; explain how well the performance communicated the mood of each piece</p> <p>Guitar Production: Peter Pan</p>

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6	<p>Music and Me – inspirational women (old scheme)</p> <p><u>Understanding Music</u> Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation</p> <p><u>Listening</u> Talk about feelings created by the music Justify personal opinion with reference to Music Elements Identify musical styles of a song (composer) using some musical vocabulary to discuss its Musical Elements Explain the role of a main theme in musical structure</p> <p><u>Singing</u> Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p> <p><u>Composing</u> (Plan and compose an 8 or 16 beat melodic phrase using pentatonic scale – in the style of chosen composer Play this melody on available instrument Notate this melody</p> <p><u>Performing</u> A student or group rehearse and lead parts of a performance Discuss how the performance might change if it was repeated in a larger/smaller performance space</p>	<p>Musical Styles Connect Us (MMC v2)</p> <p><u>Understanding Music</u> Listen and copy rhythmic patterns made of minims, crotchets, quavers, and their rests, by ear or from notation In the time signature: 5/4 Find and keep a steady beat</p> <p><u>Listening</u> Identify the musical style of a song using musical vocabulary to discuss its Musical Elements Recognise the following styles and any important musical features that distinguish the style: 21st & 21st Century orchestral, Reggae, Soul, R&B, Hip Hop, Pop, Folk, Jazz, Swing, Disco, Musicals, Classical, Rock, Gospel, Romantic, Zimbabwean Pop, Salsa, and Film music</p> <p><u>Singing</u> Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythms, phrasing, accurate pitching and appropriate style</p> <p><u>Playing instruments</u> 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 major, E major, A major, Eb major, D minor and F minor</p> <p><u>Improvising</u> Explore improvisation with a major scale, using the notes: CDEFG; GABBCD; GABBCD; FGACD</p> <p><u>Composing</u> Create a simple chord progression Create music in respond to music or video stimulus</p> <p><u>Performing</u> Perform from memory or with notation A student or group of student rehearse and lead part of the performance Record a performance and compare it to a previous performance</p>	<p>Using Chords and Structures</p> <p><u>Understanding Music</u> Use body percussion, instruments and voices In the key centres of: C major, G major, D major, A minor and D minor In the time signature of: 2/4, 3/4, 4/4, 5/4 and 6/8 Listen and copy rhythmic pattern made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation</p> <p><u>Listening</u> Talk about feelings created by the music Justify personal opinion with reference to Music Elements Identify musical styles of a song (composer) using some musical vocabulary to discuss its Musical Elements Recall by ear memorable phrases heard in music Recognise the following styles and any important musical features that distinguish the style: 21st & 21st Century orchestral, Reggae, Soul, R&B, Hip Hop, Pop, Folk, Jazz, Swing, Disco, Musicals, Classical, Rock, Gospel, Romantic, Zimbabwean Pop, Salsa, and Film music</p> <p><u>Singing</u> Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to dynamics and articulation</p> <p><u>Notation</u> Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated Identify the staff and symbols on the staff (such as treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign</p> <p><u>Playing instruments</u> 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 major, E major, A major, Eb major, D minor and F minor Play a melody following staff notation written on a staff and using notes within an octave range (do-do); make decisions about dynamic range, including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p> <p><u>Improvising</u> Explore improvisation within a major scale using a range of notes Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation</p> <p><u>Composing</u> Plan and compose an 8 or 16 beat melodic phrase using pentatonic scale – in the style of chosen composer Play this melody on available instrument Notate this melody Create music in response to music and video stimulus Start to use structures within compositions, eg introduction, verses and chorus sections, AB form or ABA form Use simple dynamics and rhythmic variety Compose song accompaniments perhaps using basic chords Use a range of dynamics (see playing instruments)</p> <p><u>Performing</u> Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the importance of the performance space and how to use it Understand the value of choreographing any aspect of a performance</p> <p>Leavers' Production</p>