



Nursery	Sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and try to move in time with the music. Express their ideas and feelings about music, explore and engage in music making. Use props in a performance on their own or in a group.
Reception ELG	<b>Exploring and using media and materials ELG</b> Children sing songs, make music and dance, and experiment with ways of changing them. <b>Being Imaginative ELG</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
KS1 NC	♣ 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 inter-related dimensions of music.
KS2 NC	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 inter-related 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 an understanding of the history of music.







Concepts

- Singing (developing pitch, melody, rhythm and control individually and as part of a group)
- Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)
- Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)
- Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)
- Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

It is our intent that children will experience a range of musical cultures and genres. They will receive basic musical instruction, compose and perform their own music, in addition to the opportunity to learn an instrument.
















Whole School Subject Overview **MUSIC**















MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole school</b>	Additional to the discrete Music lessons, all pupils will be included in collective singing during weekly assemblies.					
<b>EYFS</b>	Children in EYFS access music resources and expressive arts through indoor and outdoor play) Songs, and rhymes are built into part of routines in order to increase musical ability as well as a medium to support all learning. Therefore, there are opportunities to sing and perform together as well as through child-led play.					
<b>Nursery</b>	<p><b>Moving to movement and sounds.</b></p> <p><u>Nursery rhymes:</u>                      Old MacDonald had a farm.                      Twinkle, twinkle little star.                      I'm a Little teapot, short and stout.                      Incy wincy spider.....                      Mary Had a Little Lamb. ...                      Humpty Dumpty. ...                      Head shoulders ...                      Baa baa black sheep. ...                      One, two, three, four....</p>	<p><b>Dancing to music from other cultures (Bhangra music)</b></p> <p><b>Learning Christmas songs</b></p> <p><u>Nursery rhymes:</u>                      Ten Green Bottles                      Five Little Speckled Frogs                      Here we go around the mulberry bush                      Rain, Rain Go Away                      Row Row your boat                      Ring-A-Ring-o'Roses                      Christmas festive songs</p>	<p><b>Sounds in stories</b></p> <p><u>Nursery rhymes:</u>                      Twinkle, twinkle little star.                      I'm a Little teapot, short and stout. ...                      Incy wincy spider.....                      Mary Had a Little Lamb. ...                      ...                      Humpty Dumpty. ...                      Head shoulders ...                      Baa baa black sheep. ...                      One, two, three, four....                      When Goldilocks went to the house of the bears, what did her blue eyes see?                      Little red riding hood song.                      The Three Billy Goats Gruff song.                      Three little pigs' song.</p>	<p><b>Drums, exploring jungle sounds and keeping beat.</b></p> <p><u>Nursery rhymes:</u>                      Old MacDonald had a farm.                      Twinkle, twinkle little star.                      I'm a little teapot, Incy wincy spider                      Mary Had a Little Lamb. ...                      Humpty Dumpty. ...                      Head shoulders ...                      Baa baa black sheep. ...                      One, two, three, four....</p>	<p><b>Songs in stories.</b></p> <p><b>Nursery rhymes:</b>                      Ten Green Bottles                      Five Little Speckled Frogs                      Here we go around the mulberry bush                      Rain, Rain Go Away                      Row Row your boat                      Ring-A-Ring-o' Roses                      Miss Molly had a dolly.                      Five Little Monkeys Jumping On The Bed</p>	<p><b>Rhyming songs and clapping beats in a word (syllables)</b></p> <p><u>Nursery rhymes:</u>                      Head shoulders ...Baa baa black sheep. ...                      One, two, three, four....                      When Goldilocks went to the house of the bears, what did her blue eyes see?                      Little Red Riding Hood song.                      The Three Billy Goats Gruff song.                      Three little pigs' song.                      I'm a little snowman                      Row Row your boat                      Ring-A-Ring-o'Roses</p>
<b>Assessment</b>	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
<b>Reception</b>	 <p><b>Me!</b> Learn to sing nursery rhymes and action songs</p> <p>Pat-a-cake                      1, 2, 3, 4, 5, Once I Caught a Fish Alive                      This Old Man                      Five Little Ducks                      Name Song                      Things For Fingers</p>	 <p><b>My Stories</b> Learn to sing nursery rhymes and action songs</p> <p>I'm A Little Teapot                      The Grand Old Duke Of York                      Ring O' Roses                      Hickory Dickory Dock                      Not Too Difficult                      The ABC Song</p>	 <p><b>Everyone!</b> Learn to sing nursery rhymes and action songs</p> <p>Wind The Bobbin Up                      Rock-a-bye Baby                      Five Little Monkeys                      Jumping On The Bed                      Twinkle Twinkle</p>	 <p><b>Our World</b> Learn to sing nursery rhymes and action songs</p> <p>Old Macdonald                      Incy Wincy Spider                      Baa Baa Black Sheep                      Row, Row, Row Your Boat                      The Wheels On The Bus                      The Hokey Cokey</p>	 <p><b>Big Bear Funk</b> A transition unit that prepares children for their musical learning in Year 1</p> <p>Listening and appraising Funk music</p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation the learning that has occurred during the year. Learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

Whole School Subject Overview **MUSIC**









			If You're Happy And You Know It Head, Shoulders, Knees And Toes			
<b>Assessment</b>	Sing a range of well-known nursery rhymes and songs. Respond to music, searching out a steady pulse to move to.					
<b>Y1</b>	 <p><b>Hey You!</b> Old-School Hip Hop style Learn about the differences between pulse, rhythm and pitch and to learn how to rap.</p>	 <p><b>Rhythm In The Way We Walk and Banana Rap</b> Learning is focused around two songs Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style)</p>	 <p><b>In The Groove</b> A song arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p>	 <p><b>Round and Round</b> Builds on previous learning. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p>	 <p><b>Your Imagination</b> A song about using your imagination. Close your eyes and see where your imagination takes you.</p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>Assessment</b>	<p><u>LISTEN</u> Respond to different moods of music, in different ways.</p> <p><u>PERFORM</u> Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</p> <p><u>COMPOSE</u> Tell the difference between long and short sounds and make a sequence of sounds for a purpose.</p> <p><u>APPRAISE</u> Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.</p>					
<b>Y2</b>	 <p><b>Hands, Feet, Heart</b> A song written for children to celebrate and learn about South African Music.</p>	 <p><b>Ho Ho Ho</b> Builds on previous learning. All the learning is focused around one song: Ho Ho Ho - a Christmas song.</p>	 <p><b>I Wanna Play In A Band</b> Listen and appraise classic Rock songs. Learn about singing and playing together in an ensemble.</p>	 <p><b>Zoo Time</b> All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	 <p><b>Friendship Song</b> This is a song about being friends.</p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>Assessment</b>	<p><u>LISTEN</u> Verbally recall what they have heard with simple vocabulary – loud, soft, high, low...</p> <p><u>PERFORM</u> Sing/clap a pulse increasing or decreasing in tempo.</p> <p><u>COMPOSE</u> Begin to compose short melodic patterns using two or three notes - tuned instruments/voice.</p> <p><u>APPRAISE</u> Begin to recognise changes in timbre, dynamics and pitch.</p>					
<b>Y3</b>	 <p><b>Three Little Birds</b> As well as learning to sing, play, improvise and compose with</p>	 <p><b>The Dragon Song</b> A song about kindness, respect, friendship, acceptance and</p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the</p>			

# Whole School Subject Overview **MUSIC**

	<p>this song, children will listen and appraise other Reggae songs.</p> <p>In Year 3, all pupils take part in the wider opportunities programme and are taught how to play a string instrument (Violin) by a specialist music teacher from the Sheffield Music Hub.</p>	happiness.	History of Music and the beginnings of the Language of Music.			
<b>Assessment</b>	<p><b>LISTEN</b> Compare different kinds of music.</p> <p><b>PERFORM</b> Play notes on tuned (violin) and un-tuned instruments with increasing clarity and accuracy.</p> <p><b>COMPOSE</b> Understand how the use of tempo can provide contrast within a piece of music.</p> <p><b>APPRAISE</b> Recognise a range of instruments by ear.</p>					
<b>Y4</b>	 <p><b>Mamma Mia</b></p> <p>Sing, play, improvise and compose with the song Mamma Mia.</p> <p>Listen and appraise more ABBA hits.</p>	 <p><b>Stop!</b></p> <p>Builds on previous learning.</p> <p>Stop! - a rap/song about bullying.</p>	 <p><b>Glockenspiel Stage 1 (Y3 unit)</b></p> <p>Exploring and developing playing skills through the glockenspiel.</p>	 <p><b>Lean On Me</b></p> <p>All the learning is focused around one song: Lean On Me.</p> <p>An integrated approach to music the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	 <p><b>Blackbird</b></p> <p>Blackbird by The Beatles - a song about civil rights.</p>	 <p><b>Reflect, Rewind and Replay</b></p> <p>Consolidation of the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>Assessment</b>	<p><b>LISTEN</b> Recognise how the inter-related dimensions of music are used by composers to create different moods and effects.</p> <p><b>PERFORM</b> Improvise using repeated patterns with increasing accuracy and fluency.</p> <p><b>COMPOSE</b> Use notations to record compositions in a small group or on their own.</p> <p><b>APPRAISE</b> Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p>					
<b>Y5</b>	 <p><b>Livin' On A Prayer</b></p> <p>A classic Rock song.</p> <p>An integrated approach to music where the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	 <p><b>Classroom Jazz 1</b></p> <p>Three Note Bossa and Five Note Swing</p>	 <p><b>Make You Feel My Love</b></p> <p>A Pop Ballad</p>	 <p><b>Fresh Prince Of Bel-Air</b></p> <p>Old-School Hip Hop</p>	 <p><b>Dancing In The Street</b></p>	 <p><b>Reflect, Rewind and Replay</b></p> <p>Consolidation of the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>Assessment</b>	<p><b>LISTEN</b> Identify cyclic patterns – verse and chorus, coda.</p> <p><b>PERFORM</b> Maintain their part whilst others are performing their part.</p> <p><b>COMPOSE</b> Begin to use standard notation.</p> <p><b>APPRAISE</b> Identify how a change in timbre can change the effect of a piece of music.</p>					

Whole School Subject Overview **MUSIC**



<p><b>Y6</b></p>	 <p><b>Happy</b> A Pop Song</p>	 <p><b>Glockenspiel Stage 2</b> (Y4 unit) The language of music through playing the glockenspiel.</p>	 <p><b>Classroom Jazz 2</b> Bacharach Anorak and Meet The Blues</p>	 <p><b>You've Got A Friend</b> An integrated approach to music where the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	 <p><b>Music and Me</b> inspirational women working in music. Explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p><b>Assessment</b></p>	<p><u>LISTEN</u> Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.  <u>PERFORM</u> Perform parts from memory.  <u>COMPOSE</u> Recognise that different forms of notation serve different purposes.  <u>APPRAISE</u> Explain how tempo changes the character of music.</p>					