

## Music Overview 2024-5

**Suggestions in red are from the MMC, black choices from Kapow or to fit in with cross curricular subjects**

Themes & Skills	Year 1	Year 2	Year 3	Year 4 Whole Class Instrument playing of the glockenspiel	Year 5 See also Computing -Applying programming skills to create sounds and melodies	Year 6
<b>Autumn 1 Kapow themes &amp; skills</b>	<b>All About Me</b>	<b>African Animals</b>	<b>Ballads</b>	<b>South Africa</b>	<b>Musical Theatre</b>	<b>Fingal's Cave</b>
	Identify the difference between the pulse and rhythm of a song and consolidate understanding of through listening and performing activities.	Learn a traditional African call and response song and to recognise simple notation. Compose animal-based call and response rhythms.	Learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, learn how to create lyrics by following the structure of a traditional ballad.	Whole-class instrumental lessons on tuned percussion. This unit develops pupils' rhythmic, singing and notation skills.	Introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.	Appraise the work of Mendelssohn and further developing the skills of improvisation and composition
<b>Composer/ artist focus MMC suggestions</b>	Harvest Song- Oats & Beans  Mozart Rondo alla Turca	Harvest song - Paint box  Coleridge Taylor Symphonic variations, African Air	Duke Ellington Take the A train	Ladysmith Black Mambazo Zulu/Isicathamiya: Inkanyezi Nezazi	Musical Theatre various	Mendelssohn Fingal's Cave Handel Hallelujah Chorus
<b>Music for Harvest</b>						
<b>Autumn 2 Kapow followed for few wks &amp; then Christmas performance music</b>	<b>Snail and Mouse</b>	<b>Traditional Western Stories</b>	<b>Mountains</b>	<b>Caribbean</b>	<b>WW1 (history topic -not Kapow)</b>	<b>Songs of WW2</b>
	Use body percussion & instruments to listen and respond to pieces of classical music that represent animals.	Introduce instruments of the orchestra and practice identifying these within a piece of music.	Learn to tell stories through music, considering the narrative it could represent. Learn how dynamics, pitch and tempo change. Create compositions to match an animation, building up layers of texture	Learn about the history and features of Calypso music. Perform a calypso style song with voices and tuned percussion in multiple parts, playing from staff notation.	Listen to historical themed songs & change lyrics to suit theme	Develop greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.
<b>Composer focus MMC suggestions</b>	Saint-Saens Carnival of the Animals,	Felix Mendelssohn A Midsummer Night's Dream	Night on a Bare Mountain Mussorgsky	Calypso music Trinidad steel band, Tropical Bird	Vaughan Williams English Folk song suite (history topic)	Victorian Music Hall songs (history topic) Tchaikovsky 1812 Overture (War theme)

Music for Christmas						
Spring 1 Kapow themes & skills	Under the sea	Musical Me	Chinese NY	South America	Holi	American Film Music
	Explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	Learn to sing 'Once a Man Fell in a Well' and to play it using tuned percussion. Use letter notation to write a melody.	Revise key musical terminology, playing and creating pentatonic melodies. Compose a piece of music using layered melodies	Learn about the history and features of Latin American music. Perform a salsa style song and play from staff notation; a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.	Explore the associations between music, sounds and colour, in order to compose and perform own musical compositions to represent Holi.	Explore and identify the characteristics of film music. Create a composition and graphic score to perform alongside a film.
Composer/ artist focus MMC suggestions	Disney's Under the sea Alan Menken	The Beatles Twist & Shout Song – With a little help from my friends <a href="https://www.youtube.com/watch?v=wMXRkOEUYAs">https://www.youtube.com/watch?v=wMXRkOEUYAs</a>	Beethoven Symphony No 5	Sergio Mendes Fanfarra (Cabua-Le-Le)	Puccini Madame Butterfly	John Williams class choice score
Spring 2 Kapow themes & skills	Fairy Tales	Space	The Vikings	Indonesia	Looping & Re-mixing (ICT Focus)	Pop Art
	Introduce concept of timbre; learning that different sounds can represent characters and key moments in a story.	Develop knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	Develop singing technique: Learn to keep in time and work on musical notation Group performance of a song with actions	Discover the features of gamelan music including the Slendro scale and cyclical rhythmic patterns. Identify traditional gamelan instruments, learning about the concept of an octave & exploring how different timbres are used in gamelan music	Learn about how dance music is created, focusing particularly on the use of loops.	Explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.
Composer/ artist focus MMC suggestions	Tchaikovsky Sleeping Beauty	Holst, Mars Song-Lost in Space	Anna Clyne Night Ferry	Gong Kebyar of Peliatan Baris	Fatboy Slim Daftpunk	Song- Just like a Roman (history topic) Kate Bush Wuthering Heights (literacy work)
Summer 1 Kapow themes & skills	Superheroes	British Songs & Sounds	Jazz	India	South & West Africa (not kapow – Geog topic)	Baroque
	Identify high and low notes and compose a simple tune, investigate how tempo changes to help tell	Create sounds to represent three contrasting landscapes: seaside, countryside and city.	Learn about ragtime style music, traditional jazz and scat singing. Create a jazz motif using a swung rhythm.	Learn and understand the history and key features of Bollywood films, how ambient sounds can be used to enhance a film.	Learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion Play the djembe.	explore the music and composers of the Baroque Period and investigating the structural and stylistic features of their work

	a story and make music more exciting.			Use staff notation and perform a film sequence using instruments and movement	Composers of Spiritual songs; Wade in the water, Follow the Gourd Cumbrian Music	
<b>Composer artist focus</b> <b>MMC suggestions</b>	Superhero theme composers	Presley Hound Dog	Ella Fitzgerald Cry Me a River	Bollywood Jai Ho (Slumdog Millionaire) A R Rahman	Babatunde Olatunji Jin-Go-La-Ba (Drumming)	90s Indie Oasis Wonderwall
<b>Summer 2</b> <b>Kapow themes &amp; skills</b>	<b>By the sea</b>	<b>Myths &amp; Legends</b>	<b>India</b>	<b>North America</b>	<b>Blues</b>	<b>Leavers' Song</b>
	Make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.	Develop understanding of musical language and how timbre, dynamics and tempo affect the mood of a song	Listen to a range of rag and tal music, identifying traditional instruments. Create improvisations and performing as a class.	Explore minimalism, identifying music features such as interlocking patterns and layered textures. Sing, play and apply skills reading staff notation and playing tuned percussion	Introduce genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose	Create leavers' song personal to their experiences as a class.
<b>Composer/ artist focus</b> <b>MMC suggestions</b>	<b>Sea Shanties</b> Sing London's Burning in rounds (History topic)	Vivaldi extreme weather BBC Teach (Geog topic)	<b>Indian Classical</b> Kishori Amonkar Sahela Re	Mike Oldfield Tubular Bells	<b>Ma Rainey</b> Runaway Blues Billie Holiday God Bless the Child	As above Song – Queen, We are the champions

Themes & Skills	Pre- School See ongoing provision below & F1 long term plan	Reception See ongoing provision below & F2 long term plan
<b>Autumn 1</b> Kapow themes & skills	<b>Introductions to Music</b>	<b>Exploring Sound</b>
	Phase 1 Phonics Ongoing- Introduce musical Listening Activities  Number songs & rhymes (from class list)  Friendship & routine songs  Music & Movement	Explore how to use voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments and identifying sounds in the environment
<b>Composer/ artist focus</b> MMC suggestions	Big Draw music link	Big Draw music link
<b>Harvest Music</b>		
<b>Autumn 2</b> Kapow followed for few wks & then Christmas performance music	<b>Celebration Music</b>	<b>Celebration Music</b>
	Music from a range of cultural and religious celebrations, including Black hist month, Diwali and Christmas	Music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas
	As above	As above
<b>Christmas Music</b>		
<b>Spring 1</b> Kapow themes & skills	<b>Chinese NY Music</b>	<b>Music &amp; Movement</b>
	Chinese NY dance music & use of instruments	Create simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.  Listen to & join in with traditional music & dance of the Chinese NY
<b>Composer/ artist focus</b> MMC suggestions	As above	See PE dance
<b>Spring 2</b> Kapow themes & skills	<b>Themed Music</b>	<b>Musical Stories</b>
	Use songs & music as part of ongoing themes eg princess, pirates, Gruffalo rap, African music (FTF/Handa's Surprise)	Traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.
<b>Composer/ artist focus</b> MMC suggestions	As theme	Thematic Music, Traditional Tales (Inspire Education)

<b>Summer 1</b> <b>Kapow themes &amp; skills</b>	<b>Rhyme &amp; Bears</b>	<b>Transport</b>
	Use songs & music as part of ongoing themes & Phonics 1 eg silly soup rhyme, Teddy bear Rhymes & songs	Use voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score
<b>Composer/artist focus</b> MMC suggestions	Teddy Bears' Picnic	As above
<b>Summer 2</b> <b>Kapow themes &amp; skills</b>	<b>Instrumental Sounds</b> <b>Mini beast &amp; Animals</b>	<b>Big band</b>
	As part of Phonics 1 Make instruments mini beast rhymes & songs eg lifecycle of butterfly songs, farm animals	Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
<b>Composer/artist focus</b> MMC suggestions	As above	As above Poetry Slam choice

#### Musical Links across the Curriculum

Three and Four-Year-Olds	Communication and Language	• Sing a large repertoire of songs.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>

Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development	• Combine different movements with ease and fluency.

	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
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ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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### Examples of Foundation ongoing-provision

- Demonstrating how to play & name certain instruments. Pretend to play instruments
- Encouraging children to perform together as a group
- Starting to sing familiar songs and play an instrument, encouraging others to join in
- Clapping or tapping out a beat
- Providing or changing lyrics to a well-known song or tune
- Using familiar, everyday objects to create new instruments and sounds
- Demonstrating how to use your body and voice as instruments eg change voice
- Searching for and watching videos showing traditional dances
- Learning and practising traditional dances together, use music for creative dance & movement. Marching/action songs. Talk about how music makes us feel or suggest types of movement.
- Using a safe search engine to find out more information or facts about particular dances or music types. Link music to themes eg classical
- Searching for and listening to music & songs together, following child led interest.
- Finding out about different music relating to customs and festivals that are important to the children
- Mark making to specific sounds or pieces of music.
- Learn to operate & listen to favourite music using equipment such as CD players,
- Shows control to hold and play instruments to produce a musical sound eg to play loud/ quiet, (dynamics), fast/slow (tempo).