

Music Overview – Crackley Bank Primary School

Sing Up - 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Exploring sounds</p> <ul style="list-style-type: none"> Listening and responding to music. <p>Let's Be Friends</p> <ul style="list-style-type: none"> Think about feelings Sing a song with others Listen and join in with actions 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> Exploring patterns and repetition. Joining in with familiar songs. <p>Animal Tea Party</p> <ul style="list-style-type: none"> I can listen to music and move my body in different ways. <ul style="list-style-type: none"> Crouch Stretch Curl Wave Reach 		<p>Nursery Rhymes</p> <ul style="list-style-type: none"> Exploring patterns and repetition. Joining in with familiar songs. <p>Travel and Movement</p> <ul style="list-style-type: none"> Clap the rhythm of words Work together and take turns Listen and join in with chants 	
Reception	<p>I've Got a Grumpy Face</p> <ul style="list-style-type: none"> Make up new words and actions about emotions and feelings. Create sounds to show different emotions and feelings. Sing a song. Tap the beat of the song with actions. 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	<p>Up and Down</p> <ul style="list-style-type: none"> Make up new lyrics and actions. Sing and play a melody that goes up and down. Show pitch changing with actions. 	<p>Shake My Sillies Out</p> <ul style="list-style-type: none"> Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with instruments. Represent animals with different sounds/instruments. Perform a sound story as a class. 	<p>Down Under the Sea</p> <ul style="list-style-type: none"> Compose new words and actions to <i>Down there under the sea.</i> Sing a call-and-response song. Play sea sound effects. Play a stepping tune using the notes C-D-E . Listen and move to pieces of music inspired by the sea. 	
Year 1	<p>Colonel's March</p> <ul style="list-style-type: none"> Compose music to march to. Use tuned and untuned percussion instruments. Respond to the character of music with movement. Describe the features of a march using musical vocabulary. 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	<p>Cat and Mouse</p> <ul style="list-style-type: none"> Create rhythm patterns, put them in an order to create a composition. Write down our compositions. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. 	<p>Come Dance with Me</p> <ul style="list-style-type: none"> Copy call-and-response patterns with voices and instruments. Echo sing on our own and in pairs. Create new words to a song and play the rhythm. Sing a call-and-response song. 	<p>Magical Musical Aquarium</p> <ul style="list-style-type: none"> Create our own aquarium-sounding music. Listen and move to a piece of music called 'Aquarium'. Play percussion instruments gently, quietly, and slowly. Learn to sing a song called <i>Down there under the sea.</i> 	

				<ul style="list-style-type: none"> Play a short phrase on tuned percussion holding beaters correctly. 	
Year 2	Creepy Castle <ul style="list-style-type: none"> Improvise and compose a sequence of sounds in response to a stimulus. Sing small intervals accurately and vary the dynamics. Play a piece, following a graphic score. Listen to music in a minor key, recognising small steps in the music. 	Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	Carnival of the Animals <ul style="list-style-type: none"> Choose instruments and compose music to reflect an animal. Listen with concentration. Talk about music using music vocabulary. Move to music showing it's character in movement. Identify different instrument sounds. Recognise changes in speed, note lengths, pitch, articulation (e.g. smooth/detached). 	Composing with Birdsong <ul style="list-style-type: none"> Invent simple patterns using your voices, body percussion, and instruments. Follow signals given by a conductor /leader. Structure composing ideas into a bigger piece. Improvise solos using instruments. 	Trains <ul style="list-style-type: none"> Listen to four pieces of music inspired by travel. Learn a simple rhythm and perform it with tempo and volume changes. Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, and <i>ritenuto</i>. Begin to understand duration and rhythm notation. Follow signals from a conductor. Structure musical ideas into a whole-class composition.
Year 3	The Nutcracker <ul style="list-style-type: none"> Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. 	Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	Instrumental Unit: Recorder Enchanted Forest <ul style="list-style-type: none"> Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. Play notes B A G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the <i>Enchanted forest</i> song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Create owl sounds using the head joint of the recorder. Play one of the recorder parts for <i>Enchanted forest</i>. Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of recorder music. 		Just Three Notes <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E.
Year 4	This Little Light of Mine	Christmas Concert Performance - singing	Composing with Colour	Spain	Instrumental Unit: Recorder Monsters, Monsters

	<ul style="list-style-type: none"> Improvise with voices on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Sing in a Gospel style with expression and dynamics. 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. 	<ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	<ul style="list-style-type: none"> Create short sounds inspired by colours and shapes. Understand timbre and texture. Structure musical ideas into a composition. Create and read graphic scores. 	<ul style="list-style-type: none"> Play repeating rhythmic patterns. Count musically. Invent a melody. Fit two patterns together. Structure musical ideas into our own compositions. 	<ul style="list-style-type: none"> Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. Learn how to play the notes B A G C D and low E on the recorder. Explore expression on the recorder by using two types of articulation (tonguing), smooth (<i>legato</i>) and short (<i>staccato</i>) sounds. Learn to play at least two sections in <i>Monsters, monsters</i> Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing <i>Monsters, monsters!</i> from memory, expressing the meaning of the words through actions and gestures. Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters. Using graphic notation to organise monster character sounds into a compositional structure. Listen to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day.
Year 5	What Shall we do with a Drunken Sailor <ul style="list-style-type: none"> Compose body percussion patterns and write them out using a rhythm grid. Keep the beat playing a 'cup' game Sing a sea shanty accurately and with expression. Keep a beat on an instrument while singing. Talk about sea shanties using music vocabulary. 	Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	Three Little Birds <ul style="list-style-type: none"> Sing the verse in unison and the chorus in three parts. Know what a triad is and how to play one. Play the chords D and G major. Follow a score of the chorus. Play a melodic riff by ear. Organise and rehearse for a performance. Demonstrate knowledge and understanding of the origins, history, and social context of Reggae music. 	Instrumental Unit: Djembe Drums Balinese Gamelan <ul style="list-style-type: none"> Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation. Sing/chant a part within a kecak performance. Compose a kecak piece as part of a group. 	
Year 6	Hey, Mr. Miller <ul style="list-style-type: none"> Compose a syncopated melody using the notes of the C major scale. 	Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	Twinkle <ul style="list-style-type: none"> Decipher a graphic score. Play <i>Twinkle, twinkle, little star</i>. 	Race <ul style="list-style-type: none"> Create an accompaniment. Create an extended melody with four distinct phrases. 	Class Leavers Assembly Performance <ul style="list-style-type: none"> Children to practise and perform an assembly celebrating their time in school using skills developed through the year.

	<ul style="list-style-type: none"> • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. 		<ul style="list-style-type: none"> • Create variations using a wide variety of composing techniques. • Improvise. 	<ul style="list-style-type: none"> • Experiment with harmony. • Structure ideas into a full soundtrack. 	
Musical Instruments	Year 3 – Recorders Year 4 – Recorders Year 5 – Djembe drums				

Here at Crackley Bank Primary School we follow a progressive scheme for music that helps to develop skills in each year group. We know the value of a strong music curriculum and our online resources help non-specialist teachers to deliver high-quality lessons.

The school's intent is to give all our children exposure to a wide range of music, musical styles and instruments. With singing at the heart of our music curriculum, the children experience a wide range of songs, both old and new. Singing helps the children to develop an understanding of pulse, rhythm, pitch and tone. Alongside class sessions, weekly whole school singing is led by 2 teachers with musical backgrounds. Through singing, the children understand how musical styles and genres have changed over time and how we can enjoy both up-to-date modern music, whilst appreciating older music. We look at different cultural styles of singing through class units and weekly assemblies. At Christmas the children experience singing traditional Christmas Carols as well as enjoying classic sing-a-long Christmas songs.

The children are exposed to musical instruments throughout school, with skills being developed and built upon each year. In Years 3, 4 and 5 instrumental units are integrated within the curriculum.

In the Early Years, musical instruments are explored through play and discussion.

In Key Stage One, children experiment with un-tuned instruments – adding these to songs in appropriate places. They will experiment with using the xylophone as part of their teaching sessions, where appropriate.

In Key Stage Two the children develop their understanding of tuned instruments, such as recorders and djembe drums.

Developing their musical notation reading is important too. This develops from pictures representing each instrument and when to play it in KS1, to reading basic treble clef notation in KS2.

As a school, we participate in community singing events, such as concerts with the local high school and Young Voices. We invite parents to attend class assembly performances and the nativity in EYFS. We have a school choir in KS2 and look to extend this into KS1 too.