

## Music Overview and Intent – Crackley Bank Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Listening to changes in music Recognises differences in sounds	Singing songs Nursery rhymes	Tap out simple rhythms using instruments	Singing songs Nursery rhymes	Making own composition	Singing songs Nursery rhymes
<b>Reception</b>	<a href="#">Music Links</a> Busy City A Sky Full of Colour	<a href="#">Music Links</a> Nativity Fabulous food	<a href="#">Music Links</a> A story form long ago Let's go Green	<a href="#">Music Links</a> Who Shall I be today? Our Growing World	<a href="#">Music Links</a> Amazing African Animals Under the Sea	<a href="#">Music Links</a> Beyond the stars Do you see dinosaurs?
<b>Year 1</b>	<b><i>Ourselves – Exploring Sounds.</i></b> Explore ways to use their voice expressively. Perform actions whilst singing.  <b><i>Number – Beat.</i></b> Develop the sense of a steady beat using music body percussion and instruments.	<b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs.	<b><i>Animals – Pitch.</i></b> Develop an understanding of pitch through movement, voice and instruments. Identify high and low pitches.  <b><i>Weather – Exploring Sounds.</i></b> Use voices, movements and instruments to describe the weather.	<b><i>Machines – Beat</i></b> Explore the beat through movement, body percussion and instruments. Keep a rhythm and change in tempo.  <b><i>Seasons: Pitch</i></b> Explore pitch through singing, tuned percussion and listening.	<b><i>Our school – Exploring Sounds</i></b> Exploring sounds found in our school environment. Produce and record sounds (use IT)  <b><i>Pattern: Beat</i></b> Develop an understanding of metre (groups of steady beat) through counting, body percussion and reading scores.	<b><i>Our bodies – Beat</i></b> Combining rhythm patterns with a steady beat, using body percussion.  <b><i>Water – Pitch</i></b> Use voices, movement and instruments to explore changes in pitch. Develop a performance with different vocal pitch and tuned precision.
<b>Year 2</b>	<b><i>Ourselves – Exploring Sounds</i></b> Discover ways to use their voices to describe feelings and moods. Create and notate vocal sounds, building to a performance.  <b><i>Toys – Beat</i></b> Move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.	<b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs.	<b><i>Our bodies – Beat</i></b> Develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments  <b><i>Animals – Pitch</i></b> The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.	<b><i>S Number – Pitch</i></b> Explore steady beat and rhythm patterns. Play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.  <b><i>Story time – Exploring Sounds</i></b> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.	<b><i>Weather – Exploring Sounds</i></b> create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.  <b><i>Seasons – Pitch</i></b> Develop understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes and perform them in a variety of musical arrangements.	<b><i>Patterns – Beat</i></b> Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.  <b><i>Water – Pitch</i></b> Sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.
<b>Year 3</b>	<a href="#">Entrust Music Services – RECORDERS</a> <b>Term 1 – Let's Go</b> In this Unit children learn to play their instrument with a secure technique and will develop their singing ability to be able to use the voice with control. They will begin to perform simple rhythmic and		<a href="#">Entrust Music Services – RECORDERS /UKULELE</a> <b>Term 2 – The Class Orchestra</b> This Unit develops the children's ability to create, combine and perform rhythmic and melodic material as part of a class performance. The pupils will develop their composition and		<a href="#">Entrust Music Services – UKULELE</a> <b>Term 3 – On With The Show!</b> This Unit develops and demonstrates the children's ability to take part in a class performance with confidence, expression and control. The children plan, sing, compose and play instrumental pieces in	

	<p>melodic patterns in time with a secure beat and understand the difference between rhythm and pulse. They will start to use simple notation and explore some of the interrelated dimensions of music such as tempo, duration, dynamics and pitch. Aural skills will be developed through the voice and instrument.</p> <p><b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs.</p>		<p>improvisation skills and in performance they will maintain their own parts with confidence. Notation will be used to support musical learning. Aural skills will be developed further through a range of more complex activities and games. They will be able to begin to demonstrate knowledge of the interrelated dimensions of music on their instrument and vocally.</p>		<p>order to achieve a quality class performance. They will embed a secure instrumental technique and produce a pleasing musical sound. Their knowledge of the interrelated dimensions of music will be more secure and their aural skills will continue to develop. They will show more confidence in reading notation and use this to learn pieces for their concert.</p>	
<b>Year 4</b>	<p><b>Poetry – Performance</b> Develop performances of continuing poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.</p> <p><b>Environment – Composition</b> Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</p>	<p><b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs. Children will explore using instruments to accompany music.</p>	<p><b>Sounds – Exploring Sounds</b> After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.</p> <p><b>Building – Beat</b> Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.</p>	<p><b>Ancient Worlds – Structure</b> The children celebrate achievements of the ‘Amazing Egyptians’ and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <p><b>Around the World – Pitch</b> Explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p><b>Communication – Composition</b> Create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p><b>Time – Beat</b> Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>	<p><b>In the Past – Notation</b> Use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner’s Bridal march and dance the mashed potato!</p> <p><b>Food and Drink – Performance</b> The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.</p>
<b>Year 5</b>	<p><b>Solar System – Listening</b> Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p><b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs. Children will explore using instruments to accompany music.</p>	<p><b>Our Community – Performance</b> The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.</p>	<p><b>Life Cycles – Structure</b> Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p><b>Keeping Healthy – Beat</b> From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p><b>At the Movies – Composition</b> Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>
<b>Year 6</b>	<p><b>Journeys – Song Cycle Performance</b> The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an</p>	<p><b>Christmas Concert Performance - singing</b> Children will use their voices to sing traditional and modern Christmas songs.</p>	<p><b>World Unite – Step Dance Performance</b> Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony,</p>	<p><b>Growth- Street Dance Performance</b> Buskers and Flash Mobs. The children explore Ravel’s Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a</p>	<p><b>Roots – Mini musical performance</b> A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and</p>	<p><b>Class Leavers Assembly Performance</b> Children to practise and perform an assembly celebrating their time in school using skills developed through the year.</p>

	optimistic and uplifting song cycle performance.	Children will explore using instruments to accompany music.	and take a trip around the world to celebrate the universal language of music.	dance to build into a thrilling street performance.	percussion rhythms, and the infamous spider man Anansi, who saves the day.	
<b>Musical Instruments</b>	<b>Year 3 – Recorder / Ukulele</b> Weekly Lessons throughout the Year taught by a specialised teacher (Entrust Music Services).					

Here at Crackley Bank Primary School we follow a progressive scheme for music that helps to develop skills in each year group.

The school's intent is to teach a wide range of music, musical styles and instruments. Singing is at the heart of our music curriculum, the children learn a wide range of songs, both old and new across a range of genre. Singing helps the children to develop an understanding of pulse, rhythm, pitch and tone. 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 styles of music and singing as well listening to music to appreciate and enjoy it.

The children learn to play musical instruments throughout school, with skills being developed and built upon each year. In Year 3 specialist music teachers deliver discreet instrument sessions in line with recommendations from the New Model Music Curriculum.

In the Early Years, musical instruments are explored through play and discussion. Moving on to experimenting un-tuned instruments in Key Stage One. In Key Stage Two the children develop their understanding of tuned instruments, such as Recorders and Ukulele in Year 3.

There is a clear focus upon developing musical notation reading and this develops from pictures representing each instrument and when to play it in KS1, to reading basic treble clef notation in KS2.

The children learn songs that develop their understanding of different curriculum areas and different events of the year e.g. At Christmas the children experience singing traditional Christmas Carols as well as enjoying classic sing-a-long Christmas songs. The school takes great pride in participating in community singing events, such as concerts with the local high school, Carol singing at the local church and Young Voices this gives the children the opportunity to perform in front of wider audience and apply their learning in context.

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