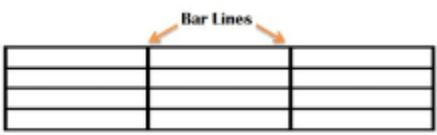


Music Overview 2019-20

	Autumn	Spring	Summer
EYFS	<p>‘Me!’ and ‘My Stories.’</p> <p>Outcome: By the end of this unit children should be able to: Listen and respond to different styles of music. Embed foundations of the interrelated dimensions of music. Learn to sing or sing along with nursery rhymes and action songs. Improvise leading to playing classroom instruments. Share and perform the learning that has taken place</p>	<p>‘Everyone!’ and Our World.’</p> <p>Outcome: By the end of this unit children should be able to: Listen and respond to different styles of music. Embed foundations of the interrelated dimensions of music. Learn to sing or sing along with nursery rhymes and action songs. Improvise leading to playing classroom instruments. Sing and learn to play instruments within a song. Share and perform the learning that has taken place.</p>	<p>‘Big Bear Funk!’ ‘Reflect, Rewind, and Replay.’</p> <p>Outcome: By the end of this unit children should be able to: Listen and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place. Consolidate all learning.</p>
Year 1	<p>‘Hey You!’ and ‘Rhythm In The Way We Walk and the Banana Rap.’</p> <p>Core Knowledge: Recognise a steady beat; begin to play a steady beat. Recognise that some beats have accents (stress). Move responsively to music (marching, walking, hopping, swaying, etc.). Recognise short and long sounds. Discriminate between fast and slow.</p>	<p>‘In The Groove!’ ‘Round and Round.’</p> <p>Core Knowledge: Discriminate between obvious differences in pitch: high and low. Discriminate between loud and soft.</p>	<p>‘Your Imagination!’ ‘Reflect, Rewind and Replay.’</p> <p>Core Knowledge: Recognise that some phrases are the same, some are different. Sing unaccompanied, accompanied, and in unison.</p>
Year 2	<p>‘Hands, Feet, Heart!’ and ‘Ho! Ho! Ho!’</p>	<p>‘I Wanna Play in a Band!’ and ‘Zootime.’</p>	<p>‘Friendship Song!’ ‘Reflect, Rewind and Replay.’</p>

	<p>Core Knowledge: Recognise, move to and play a steady beat. Move responsively to music (marching, hopping, swaying etc) Recognise the following: short and long sounds, fast and slow, high and low.</p> <p>Notation: Understand that music is written down in a special way and become familiar with notation</p> <p>Crotchet: One single beat </p>	<p>Core Knowledge: Discriminate between loud and soft. Understand that melody can move up and down. Hum the melody while listening to music. Echo short rhythms and melodic patterns.</p> <p>Notation: Minim: the length of two crotchet beats </p> <p>Semi- breve: a long note, as long as four crotchet beats or two minims </p>	<p>Core Knowledge: Play simple rhythms and melodies. Recognise like and unlike phrases. Recognise that music has timbre. Sing unaccompanied, accompanied, and in unison.</p> <p>Notation: To be familiar with all three notations: Crotchet, Minim and Semi-breve</p> 
Year 3	<p>‘Let Your Spirit Fly’ and they will focus on learning notation using Glockenspiels Stage I.</p> <p>Core Knowledge: Recognise a steady beat, accents, and the downbeat; play a steady beat, Move responsively to music (marching, walking, hopping, swaying, etc.) Recognise short and long sounds. Discriminate between fast and slow; gradually slowing down and getting faster.</p> <p>Notation: To be familiar with all three notations: Crotchet, Minim and Semi-breve</p> 	<p>‘Three Little Birds’ and ‘The Dragon Song’</p> <p>Core Knowledge: Discriminate between differences in pitch; high and low. Discriminate between loud and soft; gradually increasing and decreasing volume. Hum the melody while listening to music Echo short rhythms and melodic patterns Play simple rhythms and melodies Recognise like and unlike phrases. Recognise timbre (tone colour)</p> <p>Notation: To understand the following notation: Stave- a set of five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch.</p>  <p>Treble clef is a musical symbol used to indicate the pitch of written notes. Placed on one of the lines at the beginning of the stave, it indicates the name and pitch of the notes on that line.</p> 	<p>‘Bringing Us Together!’ ‘Reflect, Rewind and Replay’.</p> <p>Core Knowledge: Sing unaccompanied, accompanied and in unison. Recognise verse and refrain Recognise that musical notes have names. Recognise a scale as a series of notes. Sing the C major scale using ‘do re mi’. etc.</p> <p>Notation: Crotchet rest: silent for one beat </p> <p>Minim rest: silent for two beats </p> <p>Semi-breve rest: silent for four beats. </p>

<p>Year 4</p>	<p>'Mamma Mia!' and during Autumn Term 2 they will focus on learning notation using Glockenspiels Stage2.</p> <p>Core Knowledge Recognise a steady beat, accents, and the downbeat; play a steady beat, Move responsively to music (marching, walking, hopping swaying, etc.) Recognise short and long sounds. Discriminate between fast and slow; gradually slowing down and getting faster.</p> <p>Notation: To be familiar with all three notations: Crotchet, Minim and Semi-breve</p> 	<p>'Stop Bullying' and 'Lean On Me'.</p> <p>Core Knowledge Discriminate between differences in pitch; high and low. Discriminate between loud and soft; gradually increasing and decreasing volume. Understand that melody can move up and down. Hum the melody while listening to music, Echo short rhythms and melodic patterns. Play simple rhythms and melodies.</p> <p>Notation: To understand the following notations : Bar line, dividing the stave into measures.</p>  <p>Quaver: the length of half a crotchet </p> <p>Time signature: $\frac{4}{4}$ quadruple time, as in four  crotchet beats</p> <p>Time signature: $\frac{2}{4}$ dupe time, as in two crotchet  beat</p>	<p>'Let Your Spirit Fly' and during Summer Term 2 they will focus on learning notation using Glockenspiels Stage I.</p> <p>Core Knowledge Sing unaccompanied, accompanied, and in unison. Recognise harmony; sing rounds, Recognise verse and refrain. Continue work with timbre and phrasing. Review names of musical notes; scale as a series of notes; singing the C major scale using 'do re mi' etc</p> <p>Notation: To understand the following notations: Soft: <i>p</i> Very soft: <i>pp</i> Loud: <i>f</i> Very loud: <i>ff</i></p>

Time signature: $\frac{3}{4}$ triple time, as in three crotchet beats



Year 5

'Livin' On A Prayer' and 'Classroom Jazz 1'

Core Knowledge

Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm.
 Discriminate between fast and slow; gradually slowing down and getting faster.
 Discriminate between differences in pitch; high and low.
 Discriminate between loud and soft; gradually increasing and decreasing volume.

Notation:

To be familiar with the following notations:
 Crotchet, Minim and Semi-breve



Crotchet rest, Minim rest and Semi-breve rest



Bar line



Quaver:



'Make You Feel My Love and 'The Fresh Prince of Belair'.

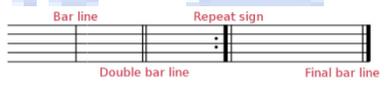
Core Knowledge

Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).
 Sing unaccompanied, accompanied and in unison.
 Recognise harmony; sing simple rounds and canons.
 Recognise verse and chorus.

Notation:

To understand the following notations:

Double bar line, bar, repeat signs.



Time signature: $\frac{4}{4}$ quadruple time,



Time signature: $\frac{2}{4}$ dupe time,



Time signature: $\frac{3}{4}$ triple time,



Soft: **p** Very soft: **pp** Loud: **f** Very Loud: **ff**

'Dancing in the Street' and 'Reflect, Rewind and Replay'.

Core Knowledge

Continue work with timbre and phrasing.
 Recognise theme and variations, and listen to Mozart, Variations on 'Ah vous dirai-je Maman' (familarly known as 'Twinkle, Twinkle Little Star')
 Sing or play simple melodies.

Notation:

To understand the following notations:

Moderately soft: **mp**
 Moderately loud: **mf**
 Middle C in the treble clef



Tied notes:



Dotted notes:



Sharps:



Flats:



Da Capo: meaning 'from the beginning'

			Da Capo al fine: meaning 'repeat from beginning to the fine (end) mark'
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ELSTON

Year 6

Happy and during Autumn Term 2 they will focus on 'Classroom Jazz 2'

Core Knowledge

Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern, and syncopation patterns.

Discriminate between fast and slow; gradually slowing down and getting faster; **accelerando** and **ritardando**.

Notation:

To be familiar with the following notations: Crotchet, Minim and Semi-breve



Crotchet rest, Minim rest and Semi-breve rest



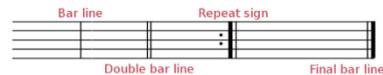
Bar line



Quaver:



Double bar line, bar, repeat signs.



Time signature: $\frac{4}{4}$ quadruple time,

Time signature: $\frac{3}{4}$ dupe time,

'A New Year Carol'

Core Knowledge

Discriminate between differences in pitch; high and low.

Discriminate between loud and soft; gradually increasing and decreasing volume; crescendo and diminuendo.

Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).

Notation:

To understand the following notations:

Moderately soft: **mp**
Moderately loud: **mf**
Middle C in the treble clef



Tied notes:



Dotted notes:



Sharps:



Flats:



Da Capo: meaning 'from the beginning'

Da Capo al fine: meaning 'repeat from beginning to the fine (end) mark'

'You've Got a Friend' and during the second half they will learn songs to perform as part of their end of year 6 performance.

Core Knowledge

Recognise harmony; sing rounds and canons; two- and three-part singing.

Recognise verse and refrain.

Recognise themes and variations

Notation:

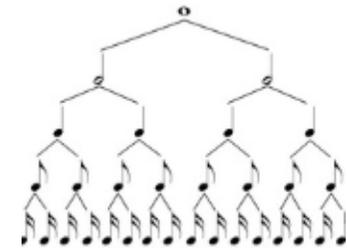
To understand the following notations:

Time signature: $\frac{4}{4}$ can be expressed as **C** ('Common' time)

Semi-quavers: the length of a quarter of a crotchet (or half of a quaver)

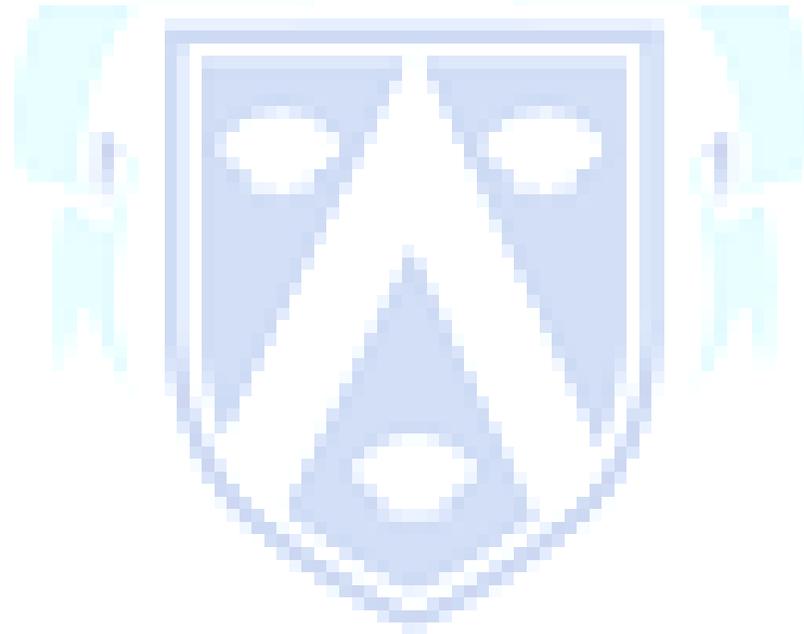


The number of beats for semi-breves, minims, crotchets, quavers and semi-quavers.



Time signature: $\frac{3}{4}$ triple time, 

Soft: *p* Very soft: *pp* Loud: *f* Very Loud: *ff*



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