

Riverside Primary School Music Overview

Listening and Appraising- Musician of the week and Music Mondays used as a tool for Listening and Appraising across the school. Musician of the week is shared and looked at within assemblies. Music Mondays are a time throughout the day, dedicated to listening to different genres of music.

Nursery

Activities	0-3 and 3-4 years olds will be learning to:
<p>Access to various musical instruments in continuous provision.</p> <p>Sing songs, action rhymes linked to current interests.</p> <p>Add instruments to songs.</p> <p>Listen to sounds / music</p> <p>Listen / focus on melody.</p>	<p>0-3</p> <ul style="list-style-type: none"> ➤ Join in with songs and rhymes, making some sounds ➤ Make rhythmical and repetitive sounds. ➤ Enjoy and take part in actions songs <p>3-4</p> <ul style="list-style-type: none"> ➤ Listen with increased attention to sounds ➤ Respond to what they have heard, expressing their thoughts and feelings. ➤ Remember and sing entire songs ➤ Sing the pitch of a tone sung by another person ➤ Sing the melodic shape (moving melody, such as up and down and up) of familiar songs. ➤ Create their own songs or improvise a song around one they know ➤ Play instruments with increasing control to express their feelings and ideas.

Reception Music Overview

FS Daily songs, nursery rhymes linked to phonics, maths. Free access to musical instruments in the continuous provision – encourage children to create own music.

Term	Focus / Activities / Resources	Children in Reception will be learning to:	Key Vocab
1	<p>Music Mondays and Musician of the Week Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals. (link to phonics)</p> <p>Rainbow Fish song- Chn accompany a simple song using instruments (Composing)</p>	<ul style="list-style-type: none"> ➤ Sing in a group or on their own, increasingly matching the pitch and following the melody. ➤ Listen attentively and talk about music, expressing their feelings and responses. ➤ Explore and engage in music making 	<p>chant fast follow high instrument low loud quiet (use instead of 'soft') Repeat Rhythm sing slow song sounds</p>
2	<p>Music Mondays and Musician of the Week</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes eg jump when the music becomes louder.</p> <p>Katy Perry 'Firework' song for firework dancing – use streamers. Children move their streamers to the beat. (Listening and Appraising)</p> <p>Christmas Nativity songs (Performing) Children learn, practise and perform a variety of Nativity songs. They then perform to parents across two- three days.</p>		
3	<p>Music Mondays and Musician of the Week</p> <p>Play movement and listening games that use different sounds for different movements eg march to the sound of a drum, creep to the sound of a maraca. (Listening and Appraising)</p> <p>Chinese music for Chinese New Year: https://nancymusic.com/Gunghayplay.htm. Listen to and learn the song. (Performing)</p> <p>Chn create a piece of music for the 'Blue Penguin'. They can record this on a basic score sheet using symbols. (Composing)</p>		
4	<p>Music Mondays and Musician of the Week Give children an insight into musical worlds. (fast, slow, high, low, loud, quiet) (Listening and Appraising) Introduce children to music from across the world including Africa. Use BBC - Yolanda's Band Jam – Funky Elephant Walk http://teach.files.bbc.co.uk/bringthenoise/lesson_plans/Early_Years_Yolanda_Funky_Elephant_Walk_Activities_1.pdf</p> <p>Children to use djembe drums to follow a simple melody. Chn then create their own composition to support the book 'Through the Jungle) (Performing) (Composing)</p>		

5	Listen to music and discuss changes and patterns as the music develop. (Listening and Appraising) Use instruments to represent different transport noises (Composing)		
6	Music Mondays and Musician of the Week Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Class assembly- Class usually practise and perform a song. (Performing)		

Year 1 Music Overview

Year 1- **World Music- Asia and South America. Time Period- Classical, 50's, 80's and Current. Genre- Blues, Musical Theatre, Pop, Punk, Beat Boxing. Musicians- Solo artists.**

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	Music Mondays and Musician of the Week	<p>Listening and Appraising:</p> <ul style="list-style-type: none"> ➤ form an opinion to express how they feel about a piece of music ➤ recognise repeated patterns ➤ tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds ➤ hear the pulse in a piece music ➤ tell the difference between loud and quiet sounds ➤ describe how sounds are made and changed ➤ respond to different moods in music and say how a piece of music makes them feel <p>Performing:</p> <ul style="list-style-type: none"> ➤ use their voice to speak/sing/chant ➤ join in with singing ➤ clap short rhythmic patterns ➤ use instruments to perform a simple piece ➤ respond to musical indications about when to play or sing ➤ respond musically with increasing accuracy to a call (high/low, loud/soft, fast) and keep a steady pulse <p>Composing:</p> <ul style="list-style-type: none"> ➤ make a range of sounds with their voice 	chant fast follow high instrument low loud quiet (use instead of 'soft') Repeat Rhythm sing slow song sounds beat beater cymbal drum high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo triangle tune voice
2	Music Mondays and Musician of the Week Christmas Show Songs- children learn, practise and perform a variety of Nativity songs. They then perform to parents across two-three days. (Performing)		
3	Music Mondays and Musician of the Week Grace Darling- Creating a soundtrack for a storm using body percussion (Composing)		
4	Music Mondays and Musician of the Week		
5	Music Mondays and Musician of the Week KS1 Music Project (Performing and composing) Six week project where children look at beat, rhythm, pitch, tempo and dynamics. Listening, following and composing their own music as well as using key vocabulary.		
6	Music Mondays and Musician of the Week Seaside- Create a piece of seaside music using instruments and body percussion. Record the and follow a pictorial music score. (Composing)		

		<ul style="list-style-type: none"> ➤ make a range of sounds with instruments ➤ identify changes in sounds ➤ tell the difference between long and short sounds ➤ represent sounds pictorially ➤ make a sequence of sounds for a purpose 	
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Year 2 Music Overview

Year 2 - **World Music- Europe and Australia. Time Period- Baroque, 60's, 90's and Current. Genres- Country, Electric Dance, RnB, Heavy Metal, Indie and Gospel. Musicians- Bands.**

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	Music Mondays and Musician of the Week		
2	Music Mondays and Musician of the Week Christmas Show Songs Children learn, practise and perform a variety of Nativity songs. They then perform to parents across two- three days. (Performing)	Listening and Appraising: <ul style="list-style-type: none"> ➤ identify particular features when listening to music ➤ begin to associate sounds they hear with instruments ➤ independently identify the pulse in a piece of music and tap along ➤ listen carefully to recall short rhythmic patterns ➤ begin to recognise changes in timbre, dynamics and pitch ➤ recognise and name different instruments by sight ➤ evaluate and improve their own work and give reasons ➤ listen to simple inter-related dimensions of music ➤ verbally recall what they have heard with simple vocabulary – loud, soft, high, low ➤ begin to say what they like and dislike 	chant fast follow high instrument low loud quiet (use instead of 'soft') Repeat Rhythm sing slow song sounds beat beater cymbal drum high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo triangle tune
3	Music Mondays and Musician of the Week Fire- Chn to learn, rehearse and practise fire song. Incorporating harmony, singing in a round and following the beat. (Performing) KS1 Choral Festival- Chn learn, rehearse and practise 6-8 songs. They also pick and rehearse their own song. All chn perform at The Central Theatre. (Performing)	Performing: <ul style="list-style-type: none"> ➤ follow the melody using their voice or an instrument ➤ sing songs as an ensemble following the tune (melody) well ➤ perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes) ➤ play simple rhythmic patterns on an instrument ➤ sing/clap a pulse increasing or decreasing in tempo have control when playing instruments ➤ perform musical patterns keeping a steady pulse 	
4	Music Mondays and Musician of the Week Music Technology- using computer technology compose and create a piece of music with short melodic patterns using two or three notes/instruments. Purple Mash will support with this. (Composing) Space- listen to a variety of different space music including film compositions and the album 'The Planets' by Holst. Children use these pieces of music to inspire their own composition. Chn need to record their compositions using pictorial representations to create their own music score. (Composing)	Composing: <ul style="list-style-type: none"> ➤ order sounds to create a beginning, middle and end ➤ represent sounds pictorially with increasing relevance Can they choose sounds to achieve an effect (including use of technology) ➤ begin to compose short melodic patterns using two or three notes (tuned instruments/voice) ➤ create short, rhythmic patterns – sequences of long and short sounds 	
5	Music Mondays and Musician of the Week		

	<p>Australia- Chn to listen to traditional Australian music including The Saphires (Ngarra Burra Ferra). Listen for musical instruments, identify pulse and describe what they've heard using vocabulary like loud, soft, high and low. (Listening)</p> <p>Musical instruments- Explore a range of old, new and traditional musical instruments. Discuss materials, origin, size etc. Replicate Indigenous Australian music using un-tuned instruments. (Composing)</p>	<ul style="list-style-type: none"> ➤ selective in the control used on an instrument in order to create an intended effect ➤ create their own symbols to represent sounds ➤ choose sounds to create an effect on the listener 	<p>voice accompany body percussion chime bar chord claves compose duration ostinato percussion phrase pitch</p>
6	<p>Music Mondays and Musician of the Week</p> <p>Flight of the Bumble Bee- Chn to listen to the piece of music. Listening for simple inter-related dimensions of music. (Listening)</p>		

Year 3 Music Overview

Year 3- **World Music- Africa, North America and UK. Time Period- Romantic, 70's, 00's and Current. Genre- Rap, Jazz, Hip Hop, Reggae and Rock. Musicians- Composers (lyricists).**

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	<p>Music Mondays and Musician of the Week</p> <p>Djembe drums</p> <p>Pupils are introduced to Djembe drums, over a series of instrumental lessons, children are taught how to play the djembe drums. They play as a whole class as well as in ensembles. At the end of the instrumental lessons, pupils perform a few pieces to the whole school and parents. (Performing)</p> <p>Harvest Festival Song (Performing)</p> <p>Children learn, practise and perform a particular harvest hymn, song or poem. The children then perform these at our local Church.</p>	<p>Listening and Appraising:</p> <ul style="list-style-type: none"> ➤ use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music ➤ evaluate and improve their work, explaining how it has improved using a success criterion ➤ know that music can be played or listened to for a variety of purposes (including different cultures and periods in history) ➤ recognise a range of instruments by ear ➤ internalise the pulse in a piece of music ➤ identify the features within a piece of music <p>Performing:</p> <ul style="list-style-type: none"> ➤ sing songs from memory with increasing expression, accuracy and fluency ➤ maintain a simple part within an ensemble ➤ modulate and control their voice when singing and pronounce the words clearly ➤ play notes on tuned and un-tuned instruments with increasing clarity and accuracy 	<p>names of orchestral instruments accompaniment call and response castanets composer conductor drone duet duration dynamics glockenspiel lyrics melodic phrase melody timbre orchestra orchestration ostinato round scale stepwise movement structure theme unison woodblock</p>
2	<p>Music Mondays and Musician of the Week</p> <p>Djembe drums</p> <p>KS2 Singing Rehearsals</p> <p>Children learn, practise and perform a variety of Christmas songs. They then perform to parents on the playground. (Performing)</p>		
3	<p>Music Mondays and Musician of the Week</p> <p>Iron Man- Using different instruments and sounds the chn compose a melody to accompany the Iron Man story. Focusing on Timbre. (Composing)</p>		

		<ul style="list-style-type: none"> ➤ improvise (including call and response) within a group using the voice ➤ collaborate to create a piece of music 	xylophone
4	<p>Music Mondays and Musician of the Week Djembe drums Volcanos- Compose music piece for a volcano eruption. Using pulse and rhythm to create their own Volcano song. Children can use voice, body percussion and instruments. Focusing on a repeated pattern. (Composing)</p>	<p>Composing:</p> <ul style="list-style-type: none"> ➤ create repeated patterns using a range of instruments. ➤ combine different sounds to create a specific mood or feeling. ➤ understand how the use of tempo can provide contrast within a piece of music. ➤ begin to read and write musical notation. ➤ effectively choose, order, combine and control sounds to create different textures. ➤ use silent beats for effect (rests). ➤ combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. 	
5	<p>Music Mondays and Musician of the Week Djembe drums Beethoven- comparing modern and traditional music, looking closely at composers. (Listening and Appraising)</p>		
6	<p>Music Mondays and Musician of the Week James Brown- compare a range of different music pieces composed by James Brown. Using key vocab like pitch, duration, dynamics and tempo. (Listening and Appraising)</p>		

Year 4 Music Overview

Year 4 **World Music- Asia and South America. Time Period- Classical, 50's, 80's and Current. Genre- Blues, Musical Theatre, Pop, Punk, Beat Boxing. Musicians- Solo artists.**

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	<p>Music Mondays and Musician of the Week Harvest Festival Song Children learn, practise and perform a particular harvest hymn, song or poem. The children then perform these at our local Church. (Performing)</p> <p>Nina Simone- Look closely at music performed by Nina Simone, specifically 'Feeling Good'. Focusing on character. (Listening and Appraising)</p>	<p>Listening and Appraising:</p> <ul style="list-style-type: none"> ➤ explain why silence is used in a piece of music and say what effect it has. ➤ start to identify the character of a piece of music. ➤ describe and identify the different purposes of music ➤ use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition. ➤ describe what they hear using a wider range of musical vocabulary ➤ recognise how the inter-related dimensions of music are used by composers to create different moods and effects . ➤ understand the cultural and social meaning of lyrics. ➤ appreciate harmonies, drone and ostinato. 	names of orchestral instruments accompaniment call and response castanets composer conductor drone duet duration dynamics glockenspiel lyrics melodic phrase melody orchestra orchestration ostinato round scale
2	<p>Music Mondays and Musician of the Week</p> <p>Ocarina- Pupils are introduced to ocarinas, over a series of instrumental lessons, children are taught how to play the ocarina and read music. They play as a whole class as well as in ensembles.</p> <p>KS2 Singing Rehearsals Children learn, practise and perform a variety of Christmas songs. They then perform to parents on the playground. (Performing) (Listening)</p>		

	<p>Vikings- Using the Viking song book, chn learn, practised and perform a song using expression, accuracy and fluency. (Performing)</p> <p>The Valkyrie: Ride of the Valkyrie- Chn to use musical words to describe the piece of music. Chn create art based on the character of the piece. (Listening and Appraising)</p>	<ul style="list-style-type: none"> ➤ explore ways the way in which sounds are combined towards certain effects. ➤ understand the relationship between lyrics and melody. <p>Performing:</p> <ul style="list-style-type: none"> ➤ perform a simple part of an ensemble rhythmically. ➤ sing songs from memory with increasing expression, accuracy and fluency. ➤ improvise using repeated patterns with increasing accuracy and fluency. <p>Composing:</p> <ul style="list-style-type: none"> ➤ use notations to record and interpret sequences of pitches. ➤ use notations to record compositions in a small group or on their own. ➤ use notation in a performance. 	<p>stepwise movement structure theme unison woodblock xylophone harmony improvise leaping (large interval between two notes pulse recorder score tuned percussion untuned percussion volume pentatonic</p>
3	<p>Music Mondays and Musician of the Week Ocarina</p>		
4	<p>Music Mondays and Musician of the Week Ocarina In the Hall of the Mountain King- Chn to recognise how inter-related dimensions of music are used to create different moods and effects. Chn to perform song using ocarinas. (Performing) (Listening and Appraising)</p>		
5	<p>Music Mondays and Musician of the Week Ocarina Egypt Compose a piece of music to accompany an Egyptian scene Record using music notation. Focus on pitch and tempo. (Composing)</p>		
6	<p>Music Mondays and Musician of the Week Sounds of the Rainforest- Compose a soundscape piece of music using instruments and body percussion. Record composition using music notation. Perform the piece following their music notation. (Performing and composing) instrumental lessons, pupils perform a few pieces to the whole school and parents. (Performing)</p>		

Year 5 Music Overview

Year 5- **World Music- Europe and Australia. Time Period- Baroque, 60's, 90's and Current. Genres- Country, Electric Dance, RnB, Heavy Metal, Indie and Gospel. Musicians- Bands.**

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	<p>Music Mondays and Musician of the Week Children to create and experiment with composing tools on Purple Mash, to create a piece of space inspired music. (Composing)</p>	<p>Listening and Appraising:</p> <ul style="list-style-type: none"> ➤ describe, compare and evaluate music using musical vocabulary. ➤ suggest improvements to their own or others' work. ➤ choose the most appropriate tempo for a piece of music. 	<p>names of orchestral instruments accompaniment call and response castanets composer conductor drone duet duration dynamics</p>
2	<p>Music Mondays and Musician of the Week Recorders Pupils are introduced to recorders, over a series of instrumental lessons, children are taught how to play the recorder and read music. They play as a</p>		

	<p>whole class as well as in ensembles. At the end of the instrumental lessons, pupils perform a few pieces to the whole school and parents. (Performing)</p> <p>KS2 Singing Rehearsals Children learn, practise and perform a variety of Christmas songs. They then perform to parents on the playground. Year 5 visit residential homes to sing. (Performing) (Listening)</p>	<ul style="list-style-type: none"> ➤ identify and begin to evaluate the features within different pieces of music. ➤ contrast the work of established composers and show preferences. <p>Performing:</p> <ul style="list-style-type: none"> ➤ using and use their understanding of meaning to add expression ➤ perform 'by ear' and from simple notations ➤ improvise within a group using melodic and rhythmic phrases ➤ recognise and use basic structural forms e.g. rounds, variations, rondo form ➤ maintain their part whilst others are performing their part. <p>Composing:</p> <ul style="list-style-type: none"> ➤ begin to use standard notation. ➤ use their notations to record groups of pitches (chords). ➤ choose the most appropriate tempo for a piece of music. ➤ use technology to compose music which meets a specific criterion. 	<p>glockenspiel lyrics melodic phrase melody orchestra orchestration ostinato round scale stepwise movement structure theme unison woodblock xylophone harmony improvise</p> <p>leaping (large interval between two notes pulse recorder score tuned percussion untuned percussion volume pentatonic accent bass notation texture timbre</p>
3	<p>Music Mondays and Musician of the Week Recorders Green sleeves- Chn to listen to the piece of music and look closely at the lyrics. Chn to learn and perform part of the song, singing independently or in groups. (Performing) (Listening)</p>		
4	<p>Music Mondays and Musician of the Week</p>		
5	<p>Music Mondays and Musician of the Week</p>		
6	<p>Music Mondays and Musician of the Week Comparison of Edward Elgar and Stormzy: Create compositions inspired by these. (Composing)</p>		

Year 6 Music Overview

Year 6 - **World Music- Africa, North America and UK. Time Period- Romantic, 70's, 00's and Current. Genre- Rap, Jazz, Hip Hop, Reggae and Rock. Musicians- Composers (lyricists).**

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	<p>Music Mondays and Musician of the Week Ukulele Pupils are introduced to Ukulele, over a series of instrumental lessons, children are taught how to play the Ukulele and read music. They play as a whole class as well as in ensembles. At the end of the instrumental lessons, pupils perform a few pieces to the whole school and parents. (Performing)</p>		
2	<p>Music Mondays and Musician of the Week KS2 Singing Rehearsals</p>	<p>Listening and Appraising:</p>	<p>names of orchestral instruments accompaniment</p>

	<p>Children learn, practise and perform a variety of Christmas songs. They then perform to parents on the playground. (Performing) (Listening)</p> <p>Christmas Carol Concert Children learn, practise and perform a variety of Christmas songs. They then perform to in front of a bigger audience at Rochester Cathedral (Performing)</p>	<ul style="list-style-type: none"> ➤ refine and improve their work ➤ evaluate how the venue, occasion and purpose affects the way a piece of music is created ➤ compare and contrast the impact that different composers from different times will have had on the people of the time ➤ analyse features within different pieces of music ➤ Evaluate differences in live and recorded performances ➤ Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion 	<p>call and response castanets composer conductor drone duet duration dynamics glockenspiel lyrics melodic phrase melody orchestra orchestration ostinato round scale stepwise movement structure theme unison woodblock xylophone harmony improvise leaping (large interval between two notes pulse recorder score tuned percussion untuned percussion volume pentatonic accent bass notation texture timbre diction interval syncopation</p>
3	<p>Music Mondays and Musician of the Week Mexico- Listen to tradition Mariachi, looking specifically for the inter-relation music dimensions. Chn to attempt to follow the piece of music on a music score. Identify when ostinato, melody etc. (Performing) Ukulele</p>	<p>Performing:</p> <ul style="list-style-type: none"> ➤ begin to sing a harmony part ➤ begin to perform using notations ➤ take the lead in a performance ➤ take on a solo part ➤ provide rhythmic support ➤ perform parts from memory 	
4	<p>Music Mondays and Musician of the Week WW2- Listening to music released before, during and after WW2. Look closely at the lyrics of songs and how this are linked to that time period. Compare and contrast the impacts of composers such as George Formby, Gracie Fields. Listen to Vera Lynn and Glen Millier (Listening and attention) Ukulele</p>	<p>Composing:</p> <ul style="list-style-type: none"> ➤ recognise that different forms of notation serve different purposes ➤ combine groups of beats ➤ use a variety of different musical devices in their composition (e.g. melody, rhythms and chords) 	
5	<p>Music Mondays and Musician of the Week Freestyle- Chn to create a piece of music that has a singer/singers, instruments and involved music technology (Composing)</p>		
6	<p>Music Mondays and Musician of the Week Year 6 Production- Chn learn, practise and perform songs. Learning different parts, creating a harmony. Taking on lead or solo parts. Chn then perform to school and parents. (Performing) Ukulele</p>		

<u>Bands</u>	<u>World Music</u>	<u>Genres</u>			
Solo Artists	Africa	Blues	Rap	Heavy Metal	50's
Composers	Europe	Jazz	House (Electronic dance music)	Gospel	60's
Lyricists	North America and UK	Rock	Musical Theatre	Instrumental	70's
Musicians	South America	Indie	Beat Boxing	<u>Time Periods</u>	80's
	Asia	Pop	Hip Hop	Classical	90's
		Country	Reggae	Baroque	00's
		RnB	Punk	Romantic	10's
					20'