

Bowmansgreen Primary School

Music Curriculum Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS and KS1 Music Assemblies (Songs are re-visited and reinforced in music lessons)	Here Comes Autumn Oats and Beans In the Autumn <i>(Autumn)</i> Kindness Makes the World Go Round <i>(World Mental Health Day)</i> Mr. Wiggly and Mr. Waggly Parts of a Body What a Flexible Body Clap Hands Stamp Feet	Be Safe <i>(Guy Fawkes Night)</i> Barrow Boy/Apples and Bananas <i>(Remembrance)</i> Be The Change <i>(International Day for Tolerance)</i> The Hello Song (World Hello Day) Bought Me A Cat <i>(National Tree Week)</i> Simple Gifts <i>(St. Nicholas Day)</i>	The Bear Went Over The Mountain <i>(International Mountain People's Day)</i> New Beginnings <i>(Big School's Garden Watch)</i> A Sailor Went To Sea <i>(RNLI SOS Day)</i> If You're Happy and You Know It <i>(Lunar New Year)</i> A Windmill in Old Amsterdam <i>(National Storytelling Week)</i> Be Safe <i>(Internet Safety Week)</i>	Five Portions a Day <i>(National Chip Week)</i> Che Che Koolay <i>(Fair Trade Fortnight)</i> Hello Mr. Sun <i>(National Science and Engineering Week)</i> Candle Breathing <i>(Brain Awareness Week)</i> Doo-bi-doo <i>(World Poetry Day)</i>	A Dragon and a Thief <i>(St. George's Day)</i> Here We Go Round the Maypole <i>(May Day)</i> Hearing-loss Simulator <i>(Deaf Awareness Week)</i> I Can Sing a Rainbow <i>(National Doghnut Week - The Children's Trust)</i> This Is The Way We Walk To School <i>(Walk to School Week)</i> Don't Drop Litter/Apple Seed <i>(World Environment Day)</i>	Find the Pulse <i>(World Heart Rhythm Week)</i> You've Got a Friend In Me <i>(World Blood Donor Day)</i> Be Kind <i>(Kindness Week)</i> The Ants Go Marching <i>(National Insect Week)</i> We Call It Art <i>(Children's Art Week)</i> Vocal Bateria <i>(Notting Hill Carnival)</i>
Reception	Special People Learning includes: developing confidence, maintaining concentration, responding to and singing about different feelings, sharing musical puppets/ instruments with others, performing as a group or class, selecting and using sound makers independently. Cross-curricular links and key repertoire: Cross-curricular link with Understanding the World - Seasons: Autumn <i>Vivaldi: The Four Seasons</i> This unit also supports Personal, Social and Emotional Development.	Going Places Learning includes: taking turns with musical puppets/instruments, listening to and singing along to stories, chanting song lyrics, sustained listening, speaking and singing clearly, continuing to explore and experiment with new musical sounds. Cross-curricular links and key repertoire: Cross-curricular link with Understanding the World - Seasons: Winter <i>Prokofiev: Peter and The Wolf</i> <i>Vivaldi: The Four Seasons</i> This unit also supports Communication and Literacy.	Moving Patterns Learning includes: singing songs that involve counting forwards and backwards, using musical instruments to support addition and subtraction, talking and recognising simple musical and visual patterns. Cross-curricular links and key repertoire: Cross-curricular link with Understanding the World - Seasons: Spring <i>Vivaldi: The Four Seasons</i> This unit also supports Mathematics.	Working World Learning includes: investigating which materials instruments are made from, seeing similarities and differences in how musical instruments sound, selecting appropriate sounds to match job descriptions, learning about which sounds we like and dislike, understanding how simple electronic instrumental equipment works. Cross-curricular links and key repertoire: Cross-curricular link with Understanding the World - Seasons: Spring <i>Vivaldi: The Four Seasons</i> This unit also supports Understanding the World.	Growth and Change Learning includes: moving and dancing with confidence, showing awareness of space in relation to themselves and others through singing and dancing, using small and large musical instruments, using hand-eye co-ordination and developing good playing techniques, developing fine and gross motor skills when using musical instruments. Cross-curricular links and key repertoire: Cross-curricular link with Understanding the World - Seasons: Summer <i>Vivaldi: The Four Seasons</i> This unit also supports Physical Development.	Our Senses Learning includes: exploring colour/ shape/texture/form, singing repeated sound patterns, using imagination to create a new song, singing about what we see/hear/ feel, express new ideas through singing and instrumental games. Cross-curricular links and key repertoire: Cross-curricular link with Understanding the World - Seasons: Summer <i>Vivaldi: The Four Seasons</i> This unit also supports Expressive Arts and Design.
Reception supplementary learning		Reception Nativity Performance Pupils perform a Nativity play to an audience of pupils and parents.				
Year One	Sounds Interesting (1) Focusing on timbre. Learning includes: moving and chanting to the beat, reinforcing understanding of performing techniques, moving in time to the music, identifying instrument names, experimenting with other sound makers, beginning to sequence sounds. Cross-curricular links and key repertoire: Cross-curricular link with the science unit 'Animals including Humans'. <i>Parts of a body</i> <i>What a flexible body</i> <i>Clap hands stamp feet</i>	Exploring Rhythm and Pulse (1) Focusing on rhythm. Learning includes: discussing and identifying a pulse, moving around the room to music with a strong and weak sense of beat, singing simple cumulative songs, making a sequence of movements to match the music, performing the rhythm of well-known songs, introduction of 'Oscar and Joe'. Cross-curricular links and key repertoire: Cross-curricular link to the history unit 'The Gunpowder Plot (1605) and Guy Fawkes'. <i>Stravinsky: Feu d'artifice</i>	The Long and Short Of It (1) Focusing on duration. Learning includes: discussing everyday sounds, composing basic short and long sequences, exaggerating sounds when singing, creating movement sequences for musicians to accompany, composing using symbols, recreating sounds from a recording.	Taking Off (1) Focusing on pitch. Learning includes: following pitch movement with hands, using high/middle/low vocal sounds, using whole body movement, singing a solo, using basic dot notation. Cross-curricular links and key repertoire: Cross-curricular link with the history unit 'Transport'. <i>Pixar: Cars</i> <i>Stockhausen: Helicopter Quartet</i> <i>Honegger: Pacific 231</i> <i>Johann Strauss: Railway Delight Waltz</i>	What's the Score? (1) Focusing on composing and reading when performing. Learning includes: identifying instrument families and techniques, sequencing sounds in an order, performing as a class and composing with 'Three Bears', 'Owl and Rabbit', 'World's at Work' and 'Oscar and Joe' cards.	Oscar and Friends (1) Focusing on ensemble development and performing together. Learning includes: chanting, following musical instructions, listening to and identifying rhythms, improving reaction speed and concentration, locating a sound source, developing co-operation and self-confidence.
Year One supplementary learning		Year One Nativity Performance Pupils perform a Nativity play to an audience of pupils and parents.				

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Year Two	<p>Sounds Interesting (2)</p> <p>Focusing on timbre. Reinforcing and developing learning from Y1. Development through sequencing more complex music, discussing what instruments are made from, being more creative with using playing technique, using Italian terns for speed and volume and learning new instrument names.</p> <p>Cross-curricular links: Cross-curricular link with the science unit ‘Everyday Materials’.</p>	<p>Exploring Rhythm and Pulse (2)</p> <p>Focusing on rhythm. Reinforcing and developing learning from Y1, including: introduction of Italian vocabulary for tempo (presto/allegro/lento/grave) and articulation (legato/staccato), composing and performing more complex rhythmic patterns, performing a rhythm and a pulse at the same time.</p> <p>Cross-curricular links and key repertoire: Cross-curricular link to the history unit ‘The Great Fire of London’. <i>Chariots of Fire</i> <i>Falla: Ritual Fire Dance</i> <i>Verdi: Dies Irae</i> <i>Wagner: Magic Fire Music</i> <i>Stravinsky: The Firebird</i></p>	<p>The Long and Short Of It (2)</p> <p>Focusing on duration. Reinforcing and developing learning from Y1, including: composing more complex short and long sequences, using Italian words for articulation, accompanying a story by improvising short and long sounds, performing as a small group/individual.</p>	<p>Taking Off (2)</p> <p>Focusing on pitch. Reinforcing and developing learning from Y1, including: performing music to accompany the story ‘Jack and the Beanstalk’ to an audience, performing with instruments and singing more complex dot notation.</p>	<p>What’s the Score? (2)</p> <p>Focusing on composing and reading when performing. Reinforcing and developing learning from Y1, including: performing and composing using open ukulele strings, ‘Jack and the Beanstalk’, ‘Owl and Rabbit’, ‘Nicolas, Henrietta and Sheila’ and ‘Mr. C’ cards, use conductor cards to show changes in volume and speed, performing solo and in small groups.</p>	<p>Oscar and Friends (2)</p> <p>Focusing on ensemble development and performing together. Reinforcing and developing learning from Y1, including: vocalising and clapping rhythms, improving auditory discrimination and internalising sounds.</p>
Year Two supplementary learning		<p>Year 2 Nativity Performance</p> <p>Pupils perform a Nativity play to an audience of pupils and parents.</p>				
<p>KS2 Music Assemblies</p> <p>(Songs are re-visited and reinforced in music lessons)</p>	<p>The Bear Necessities <i>(Bear Necessities Month)</i></p> <p>Chocolate Molinillo <i>(Roald Dahl Day)</i></p> <p>Green World <i>(World Car Free Day)</i></p> <p>On Top of Spaghetti/Lunchtime Queue <i>(British Food Fortnight)</i></p> <p>Ain’t No Mountain High Enough <i>(Black History Month)</i></p> <p>Every Brand New Day/Fix You <i>(World Mental Health Day)</i></p> <p>‘Stuttering’ singing compilation <i>(International Stammering Awareness Day)</i></p> <p>Don’t Forget Your Old Shipmates <i>(Trafalgar Day)</i></p>	<p>Campfire’s Burning <i>(Guy Fawkes Night)</i></p> <p>Field’s Of Gold <i>(Remembrance)</i></p> <p>As One <i>(International Day for Tolerance)</i></p> <p>Raise My Voice <i>(Anti-bullying Week)</i></p> <p>Banyan Tree <i>(National Tree Week)</i></p> <p>Popacatapetyl <i>(International Mountain People’s Day)</i></p>	<p>Sakura <i>(Big School’s Garden Watch)</i></p> <p>Home From The Sea (RNLI SOS Day)</p> <p>Interwoven Tapestry <i>(National Storytelling Week)</i></p> <p>Be Kind Online <i>(Internet Safety Week)</i></p>	<p>Food Glorious Food <i>(National Chip Week)</i></p> <p>Shosholoza <i>(Fair Trade Fortnight)</i></p> <p>I’ll Have A Go <i>(National Science and Engineering Week)</i></p> <p>Irregular counting <i>(Brain Awareness Week)</i></p>	<p>Jerusalem <i>(St. George’s Day)</i></p> <p>Help! <i>(May Day)</i></p> <p>Hearing-loss simulator/colours in sign-language <i>(Deaf Awareness Week)</i></p> <p>I Can Sing a Rainbow (with sign-language) <i>(National Doughnut Week - The Children’s Trust)</i></p> <p>You’ll Never Walk Alone <i>(Walk to School week)</i></p> <p>Green World <i>(World Environment Day)</i></p>	<p>Notice when the pulse changes... <i>(World Heart Rhythm Week)</i></p> <p>People in Need <i>(World Blood Donor Day)</i></p> <p>I’ll Show You Kindness <i>(Kindness Week)</i></p> <p>Fireflies <i>(National Insect Week)</i></p> <p>Music and Art combined <i>(Children’s Art Week)</i></p> <p>KS2 Vocal Bateria <i>(Notting Hill Carnival)</i></p>
Year Three	<p>Exploring Descriptive Sounds (1)</p> <p>Focusing on timbre. Learning includes: listening to and discussing good examples of sound effect creation in film/tv and games, planning and improvising musical sounds in reaction to them.</p>	<p>Play It Again (1)</p> <p>Focusing on rhythm. Performing rhythms in circle games, identifying a pulse or a rhythm, performing simple and complex body movements to match a rhythm, layering up patterns, using percussion instruments.</p> <p>Cross-curricular links and key repertoire: Cross-curricular link with the history unit ‘Ancient Egypt’. <i>Amulets and Hieroglyphs</i> <i>Build that Pyramid</i> <i>Living, Living River Nile</i> <i>Out of the Gloom Tutankhamun</i></p>	<p>Class Orchestra (1)</p> <p>Focusing on composing. Review understanding of texture and sing and perform songs with varying accompaniments, internalise a melody/rhythm, create ostinati of rhythms, learning playing technique for pitched percussion, understand elements of the presentation of a performance.</p>	<p>Pentatonic Music (1)</p> <p>Focusing on pitch. Learning includes: listening games using five notes, singing music from West Africa, playing ‘Human Xylophone’, learning Do-Re-Mi-Fa-Sol, improvising simple melodies, performing solos and duets.</p>	<p>Trumpet (1)</p> <p>Learning pBuzz as a class. Understanding rest position and playing position, developing basic breath control and articulation, playing simple melodies, performing as a whole class and in smaller groups.</p>	<p>Singing Games (1)</p> <p>Focusing on ensemble development and performing together. Learning includes: performing chants in small groups whilst performing simple accompaniments, developing memory skills, introducing performing tongue twisters.</p>
Year Three supplementary learning		<p>Christmas Carol Concert</p> <p>Pupils perform in a Christmas Carol Concert to an audience of pupils and parents.</p>				

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Year Four	Exploring Descriptive Sounds (2) Focusing on timbre. Reinforcing and developing learning from Y3. Learning includes: combining musical elements to show different moods, using Italian words for changes in speed and volume accompany more complex and longer film clips.	Play It Again (2) Focusing on rhythm. Reinforcing and developing learning from Y3, including: identifying and replicating minimalist ostinati from Terry Riley’s: In C, creating a sound-board of ostinati to perform from, improvising within a performance, performing simple polyrhythms. Cross-curricular links and key repertoire: Cross-curricular link with the history unit ‘Mayan civilization’ <i>Mayan Peace Song</i>	Class Orchestra (2) Focusing on composing. Reinforcing and developing learning from Y3, including: grouping instruments into families, performing polyrhythms, understanding homophonic, monophonic and polyphonic textures. Cross-curricular links and key repertoire: Cross-curricular link with the science unit ‘Sound’ <i>Sound illusions: shepherd tone, octave illusions, talking piano, mystery melody, risset rhythm</i>	Trumpet (2) Learning pBuzz as a class. Reinforcing and developing learning from Y3, including: improving breath control and articulation, performing and composing more complex melodies, using basic rhythm notation.	Singing Games (2) Focusing on ensemble development and performing together. Reinforcing and developing learning from Y3, including: creating new chants, improving memory skills, developing co-ordination, developing team-work and communication as a whole class.	Pentatonic Music (2) Focusing on pitch. Reinforcing and developing learning from Y3, including: performing ostinati from well-known pentatonic music, composing pentatonic melodies and assigning lyrics to the music, create accompaniments using drones.
Year Four supplementary learning		Christmas Carol Concert Pupils perform in a Christmas Carol Concert to an audience of pupils and parents.	Big Sing Up Singing music from different cultures and languages. Music from: South America, Scotland, South Africa, France, Spain, USA, India, Japan, Cuba and The Caribbean.	Big Sing Up (continued)		
Year Five	Round and About Focusing on structure. Singing and understanding the difference between rounds, loop songs and echo songs. Extended learning involves writing lyrics to match the melodic and rhythmic structure of the songs learned and reinforcing knowledge of different textures.	Major and Minor Identifying music in a major or minor tonality, composing and performing short melodies and triads using major and minor scales, using MIDI instruments.	Pentatonic Music (3) Focusing on pitch. Reinforcing and developing learning from Y4, including: using MIDI technology, using a theremin and composing and performing using pBuzz trumpets. Cross-curricular links and key repertoire: Cross-curricular link with the science unit ‘Earth and Space’. <i>Holst: The Planets Suite</i> <i>Mozart: Jupiter Symphony</i> <i>Bowie: Space Oddity</i> <i>Zimmer: Where We’re Going</i> <i>Williams: Three Million Lights From Home</i> <i>Strauss: Also Sprach Zarathustra</i>	Singing Games (3) Focusing on ensemble development and performing together. Reinforcing and developing learning from Y4, including: notating co-ordination patterns, creating new tongue twisters, performing to an audience.	Vikings! Performing Viking songs and being inspired by Viking stories to perform as a class. Cross-curricular links and key repertoire: Cross-curricular link to reinforce learning from the history unit ‘Viking and Anglo-Saxon struggle for the Kingdom of England’. <i>Sibelius: En Saga</i> <i>Tyler: Thor: The Dark World</i> <i>Wager: Entry of the Gods from Valhalla</i> <i>Grieg: In the Hall of the Mountain King</i> <i>Britten: Dawn, from Four Sea Interludes</i> <i>Janacek: Sinfonietta</i> <i>Wagner: Ride of the Valkyries</i> <i>Sibelius: Symphony No. 5 - 3rd Movement</i>	Cyclic Patterns Focusing on rhythm and timbre. Learning includes: marking specific beats within a regular or irregular pattern, experimenting with duration, dynamics and structure, identifying unconventional ways an instrument can be performed, using syncopation and exploring rhythmic patterns from Indian classical music, African drumming and Indonesian gamelan.
Year Five supplementary learning	Music for the Royal Fireworks Creating a firework display as a class with a performance to the music assembly around the time of 5th November. This learning is prepared around the beginning of October. Cross-curricular links and key repertoire: <i>Handel Music for the Royal Fireworks</i>	Music for the Royal Fireworks (continued)	Trumpet (3) Learning pBuzz as a class. Reinforcing and developing learning from Y4, including: performing well-known songs, using technical names of note values and improving production and stamina.			

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Year Six	<p>Performing and Composing Melodies</p> <p>Focusing on pitch. Plotting pitches on the stave, understanding the terms: ‘step, skip, repeat’, performing improvisations of simple and complex melodies. Using a theremin. Extension work involves using accidentals and chords.</p> <p>Cross-curricular links and key repertoire:</p> <p>Cross-curricular link with the history unit ‘World War One’.</p> <p><i>Jerusalem (1916)</i></p> <p><i>The Barrow-Boy Song (1910)</i></p> <p><i>Fields of Gold (2018, about 1941)</i></p>	<p>Trumpet (4)</p> <p>Learning pBuzz as a class. Reinforcing and developing learning from Y5, including: controlling dynamics, developing articulation, reinforcing technical names of note values, performing and composing complex rhythms and performing to an audience.</p>	<p>Performing Together</p> <p>Focusing on structure and texture. Reviewing knowledge of rounds and loop songs, improving diction and performing in parts, prepare arrangements of well-known songs, play vocal arrangements on musical instruments, work together in small groups, develop communication and team-building skills, perform arrangements to an audience.</p>	<p>Samba</p> <p>Understanding context to and performing carnival music, perform polyrhythms as a whole class/year group using percussion and trumpets, review knowledge of textures, identify samba instruments, using Italian terms for volume changes, use recyclable materials as musical instruments (STOMP), perform the rhythms for: Surdo, Repenique and Agogo.</p>	<p>Samba (2) (continued)</p>	<p>School Play</p> <p>Performing a well-known production to an audience as a whole year group.</p>
Year Six supplementary learning		<p>Christingle Service</p> <p>Pupils perform in a Christingle service to an audience of pupils and parents.</p>				