

Upham CE Primary School Curriculum & Progression Overview – Music

Overview of Music Curriculum

Year B

	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II	Summer Term I	Summer Term II
Class 4 (Years 5 & 6)	<p>God Save the Queen Explore national songs Play following stave notation</p> <ul style="list-style-type: none"> • Comment on context, purpose and impact of music. • Use graphic and stave notation to communicate ideas. • Use musical vocabulary linked to notation. • Demonstrate precise and confident instrumental skills. 	<p>Anglo-Saxons Explore ‘Under Siege’ and ‘Hall of the Mountain King’</p> <ul style="list-style-type: none"> • Demonstrate precise and confident instrumental skills. • Play with a musical awareness. • Comment on context, purpose and impact of music. <p>Christmas Production</p> <ul style="list-style-type: none"> • Sing with expressive interpretation. • Sing in balanced parts. 	<p>Vocal Festival Singing preparation</p> <ul style="list-style-type: none"> • Sing with expressive interpretation. • Sing in balanced parts. • Sing with an awareness of style. • Improve singing by rehearsing and practising. • Awareness of the standard and quality of sound. 	<p>Easter Story Composition Composing short pieces to tell the stages in the Easter story.</p> <ul style="list-style-type: none"> • Use graphic and stave notation to communicate ideas. • Play with a musical awareness. 	<p>Greek Tragedy Explore ‘Father’s Theme’ Create own Greek Tragedy piece</p> <ul style="list-style-type: none"> • Describe structure of piece. • Demonstrate precise and confident instrumental skills. • Play with a musical awareness. • Improve playing by rehearsing and practising. 	<p>Quiet Confidence Explore ‘Quiet Confidence’ piece, write own piece and create performance</p> <ul style="list-style-type: none"> • Improve playing by rehearsing and practising. • Awareness of the standard and quality of sound.
Class 3 (Years 3 & 4)	Note order of Listen2Me instruments may change due to Hampshire Music Organisation or another instrument could be substituted					
	<p>Listen 2 Me – Recorder</p> <ul style="list-style-type: none"> • Demonstrate correct posture and hand positions to play a range of appropriate notes (Descant GABCD Treble CDEFG) • Copy and improvise using these notes • Make a controlled sound without overblowing covering holes with accuracy 	<ul style="list-style-type: none"> • Play a range of tunes, some from conventional notation • Play with accuracy and fluency. • Use basic stave notation to perform and record musical ideas. <p>Christmas Production</p> <ul style="list-style-type: none"> • Sing with expression. Sing in rounds. • Practice and polish performance. 	<p>Listen 2 Me - Ukulele</p> <ul style="list-style-type: none"> • Correct posture – rest and sitting playing position (Uke resting on leg or lap with strings facing opposite wall) • Know string names and sing their relative pitch • Understand and use tapping, plucking, strumming in games, activities and songs • Play one and two chord songs where students sing and accompany themselves at the same time • Play with accuracy and fluency. • Practise and polish performances. • Use basic stave notation to perform and record musical ideas. 	<p>Listen 2 Me – African Percussion</p> <ul style="list-style-type: none"> • Play at least two different sounds on the drums: bass (dun) and tone (tek) • Play hand held percussion in a controlled way • Maintain a steady beat counting in 2,3 and 4 metres • Copy and match rhythm patterns in 2,3 and 4 metre fitting them to the steady beat • Maintain rhythmic and melodic ostinati as an accompaniment in 2, 3 and 4 metre • Improvise short repeated rhythmic patterns • Follow hand and eye signals to direct and lead • Improve work for a performance through whole group discussion, decision making and rehearsal • Sing in rounds and within partner songs. • Consider how performances can be improved through reviewing. 		
Class 2 (Years 1 & 2)	<p>Heads, Shoulders, Knees and Toes Explore French nursery rhymes to learn body parts vocabulary in French: Heads, Shoulders, Knees and Toes (in French) and Savez-vous planter les choux.</p> <ul style="list-style-type: none"> • Chant and sing a variety of rhymes and songs. 	<p>Dragons Den Explore pieces from the soundtrack of How to train your dragon by John Powell</p> <ul style="list-style-type: none"> • Chant and sing a variety of rhymes and songs. • Sing with an awareness of mood and character. • Use correct technique to play untuned percussion instruments. • Sing and play in time with others. • Listen to sounds and music and consider how they show mood and character. • Give opinions about music listened to. • Begin to use some musical vocabulary when talking about music. <p>Christmas Production</p> <ul style="list-style-type: none"> • Sing a variety of songs. • Sing in time with others 		<p>The Snail and the Whale Explore pieces of icy music by Nakira and Vivaldi and compose and perform own pieces of music in groups.</p> <ul style="list-style-type: none"> • Use correct technique to play untuned and tuned percussion instruments. • Sing and play in time with others. • Listen to sounds and music and consider how they show mood and character. • Give opinions about music listened to. • Name some percussion instruments: drum, triangle, bell, tambourine, maraca. • Consider ways to improve performances using recordings/comparing performances. 	<p>Rainforest Explorers Exploring and understanding how different instruments can be used to create the sounds of the rainforest.</p> <ul style="list-style-type: none"> • Use correct technique to play untuned and tuned percussion instruments. • Sing and play in time with others. • Listen to sounds and music and consider how they show mood and character. • Name some percussion instruments: drum, triangle, bell, tambourine, maraca. 	
Class 1 (Year R)	<p>HMS Rosie’s Walk Explore duration and timbre with a focus on using percussion music in child initiated play.</p> <ul style="list-style-type: none"> • Chant and sing nursery rhymes and simple songs. • Explore body sounds and percussion instruments • Use pictures, objects and cues to represent sounds. 	<p>HMS Rainbow Fish Listen and respond to “Aquarium” by Saint Saens. What sounds can you make in response to different characters?</p> <ul style="list-style-type: none"> • Talk about how sounds and music make you feel. <p>Christmas Production</p> <ul style="list-style-type: none"> • Sing and play as part of a group. • Start and stop at the same time 	<p>HMS Dragon Dance Explore percussion instruments to play dragon music.</p> <ul style="list-style-type: none"> • Use pictures, objects and cues to represent sounds. • Chant and sing nursery rhymes and simple songs. • Explore body sounds and percussion instruments 	<p>HMS Incy Wincy Spider Investigating pitch and texture. Respond practically through movement to spider music.</p> <ul style="list-style-type: none"> • Listen to different sounds and music and respond practically (e.g. through dance, movement or art). <p style="text-align: center;">Easter</p> <p>Use percussion instruments to represent and respond to joy in Palm Sunday celebration song.</p> <ul style="list-style-type: none"> • Explore body sounds and percussion instruments 	<p>HMS The Weather Investigating dynamics and tempo. Use body percussion to create rain.</p> <ul style="list-style-type: none"> • Explore body sounds and percussion instruments • Use pictures, objects and cues to represent sounds. • Talk about how sounds and music make you feel. <p>Explore dancing music from different countries.</p> <ul style="list-style-type: none"> • Listen to different sounds and music and respond practically (e.g. through dance, movement or art). 	<p>HMS On the Beach Investigating structure and timbre. Explore seaside music, how does it make you feel, how does it represent the seaside?</p> <ul style="list-style-type: none"> • Sing and play as part of a group. • Start and stop at the same time. • Listen to different sounds and music and respond practically (e.g. through dance, movement or art).

	Autumn Term I	Autumn Term II	Spring Term I	Spring Term II		Summer Term I	Summer Term II
Class 4 (Years 5 & 6)	<p>Brazil</p> <p>Listen to music from Brazil and explore different instruments</p> <ul style="list-style-type: none"> Be aware of the music's context and purpose. Respond to, identify, compare and contrast different musical pieces. 	<p>Space</p> <p>Listen and respond to Space themed ambient music</p> <ul style="list-style-type: none"> Be aware of the music's context and purpose. Respond to, identify, compare and contrast different musical pieces. <p>Christmas Production</p> <ul style="list-style-type: none"> Sing with expressive interpretation. 	<p>Vocal Festival</p> <p>Singing preparation</p> <ul style="list-style-type: none"> Sing with expressive interpretation. Sing in balanced parts. Sing with an awareness of style. Improve singing by rehearsing and practising. Awareness of the standard and quality of sound. 	<p>Amazing Machines</p> <p>Explore rhythmic patterns and create own</p> <ul style="list-style-type: none"> Use vocabulary linked to rhythm to describe music. 	<p>Ethiopia</p> <p>Explore music from Ethiopia</p> <ul style="list-style-type: none"> Be aware of the music's context 	<p>Remember to Twinkle</p> <p>Use stave notation to read and play Twinkle Twinkle</p> <ul style="list-style-type: none"> Use graphic and stave notation to communicate ideas. Use musical vocabulary linked to notation. 	<p>Mythical Beasts</p> <p>Explore 'A Bao A Qu' and compose own mythical beast compositions</p> <ul style="list-style-type: none"> Comment on context, purpose and impact of music. Respond to, identify, compare and contrast different musical pieces. Share informed opinions about music listened to commenting on context, purpose and impact of the music.
	<i>Note order of Listen2Me instruments may change due to Hampshire Music Organisation or another instrument could be substituted</i>						
Class 3 (Years 3 & 4)	<p>Listen 2 Me - Clarinet</p> <ul style="list-style-type: none"> Understand how the reed makes a sound and develop an awareness of simple reed care Learn how to create an appropriate embouchure, using just the mouthpiece and barrel to begin (teeth on top, gently increase air flow, like blowing through a straw) Learn how to hold the clarinet, right hand thumb at the thumb rest, left hand at the top 	<ul style="list-style-type: none"> Learn how to blow an open G and then develop the notes F, E and D (some may be able to attempt C) by covering the holes. Some might prefer to start with an E to stabilise the hand position. Attempt to use the tongue to start the notes Play with accuracy and fluency. Use basic stave notation to perform and record musical ideas. <p>Christmas Production</p> <ul style="list-style-type: none"> Sing with expression. Sing in rounds. Practice and polish performance. Sing in balanced parts. 	<p>Listen 2 Me -Samba Drums</p> <ul style="list-style-type: none"> Learn about the culture from which the Samba comes. (CDs DVDs Internet, books) Learn names and correct playing techniques of at least three instruments in the band Play as part of an ensemble, maintaining own part with awareness of others around, combining layers of sound Use and understand call and response and call and copy in different metre Respond to aural and visual instructions within a performance Chant and sing with expression. Sing in rounds and within partner songs. Practise and polish performances. 		<p>Listen 2 Me – Brass</p> <ul style="list-style-type: none"> Learn how to hold the instrument including correct posture for standing or sitting (whichever is appropriate for the teaching space) Learn how to buzz and play the notes CDE and F. Use in a variety of tunes, games and musical activities Learn correct tonguing and breathing techniques avoiding overblowing Consider how performances can be improved through reviewing. Use basic stave notation to perform and record musical ideas. 		
	Class 2 (Years 1 & 2)	<p>Marvellous Me</p> <p>Explore French nursery rhyme to learn body parts vocabulary in French: Jean petit qui danse</p> <p>Chant and sing a variety of rhymes and songs.</p>	<p>Toy Story</p> <p>Explore and listen to a range of toy themed pieces of music, ranging from William Tell overture by Rossini to Only Time Will Tell by Mike Oldfield and learn and perform The Toys Song.</p> <ul style="list-style-type: none"> Sing with an awareness of mood and character. Sing in time with others. Listen to sounds and music and consider how they show mood and character. Give opinions about music listened to. Begin to use some musical vocabulary when talking about music: beat, loud(er), quiet(er), silence, fast(er), slow(er). <p>Christmas Production</p> <ul style="list-style-type: none"> Sing a variety of songs. Sing in time with others. 	<p>Once Upon a Time</p> <p>Singing preparation to learn and perform Jack and the Beanstalk the Musical to peers.</p> <ul style="list-style-type: none"> Sing a variety of songs. Sing in time with others. Sing with an awareness of mood and character. 	<p>It's a Small World</p> <p>Explore music from other cultures; in particular the call and response song Kye Kye Kule. Compose own call and response piece of music.</p> <ul style="list-style-type: none"> Sing a variety of songs. Sing in time with others. Use correct technique to play untuned percussion instruments. Consider ways to improve performances. Choose, invent and order signs or symbols to record musical ideas. 	<p>Ready, Steady Grow</p> <p>Explore and listen to music with a plant and flower theme. Compose a simple piece linked to the theme.</p> <ul style="list-style-type: none"> Use correct technique to play untuned percussion instruments. Listen to sounds and music and consider how they show mood and character. Give opinions about music listened to. Choose, invent and order signs or symbols to record musical ideas. Begin to use some musical vocabulary when talking about music: beat, loud(er), quiet(er), silence, fast(er), slow(er), high(er), low(er). 	<p>Exciting Explorers</p> <p>Listen to and compare the works of Mozart and Lloyd-Webber. Compose own piece of music for part of the poem Cats.</p> <ul style="list-style-type: none"> Chant and sing a variety of rhymes and songs. Use correct technique to play untuned and tuned percussion instruments. Listen to sounds and music and consider how they show mood and character. Give opinions about music listened to. Name some percussion instruments: drum, triangle, bell, tambourine, maraca.

Class 3 Listen2Me – Instrumental Skills and Techniques Additional layer of Hampshire Music Service Planning used by specialist teachers

Overview of Progression Within Upham CE Primary School Music Curriculum

Music Aspect	Foundations in Year R within EYFS ELG 17	KS1	Lower KS2 <i>Note all apply to each Listen2Me unit but areas of particular focus, shaped by instrument shown on map</i>	Upper KS2
Singing	<ul style="list-style-type: none"> • Chant and sing nursery rhymes and simple songs. 	<ul style="list-style-type: none"> • Chant and sing a variety of rhymes and songs. • Sing with an awareness of mood and character. 	<ul style="list-style-type: none"> • Chant and sing with expression. • Sing in rounds and within partner songs. 	<ul style="list-style-type: none"> • Chant and sing in balanced parts. • Sing with expressive interpretation. • Sing with an awareness of style.
Playing	<ul style="list-style-type: none"> • Explore body sounds and percussion instruments. 	<ul style="list-style-type: none"> • Use correct technique to play untuned and tuned percussion instruments. 	<ul style="list-style-type: none"> • Explore techniques used to play a wide range of instruments. • Play with accuracy and fluency. 	<ul style="list-style-type: none"> • Demonstrate precise and confident instrumental skills. • Play with a musical awareness.
Rehearsing and Performing	<ul style="list-style-type: none"> • Sing and play as part of a group. • Start and stop at the same time. 	<ul style="list-style-type: none"> • Sing and play in time with others. • Consider ways to improve performances using recordings/comparing performances. 	<ul style="list-style-type: none"> • Practise and polish performances. • Consider how performances can be improved through reviewing. 	<ul style="list-style-type: none"> • Improve singing and playing by rehearsing and practising. • Awareness of the standard and quality of sound.
Notating	<ul style="list-style-type: none"> • Use pictures, objects and cues to represent sounds. 	<ul style="list-style-type: none"> • Choose, invent and order signs or symbols to record musical ideas. 	<ul style="list-style-type: none"> • Use basic stave notation to perform and record musical ideas. 	<ul style="list-style-type: none"> • Use graphic and stave notation to communicate musical ideas.
Listening and Responding	<ul style="list-style-type: none"> • Listen to different sounds and music and respond practically (e.g. through dance, movement or art). 	<ul style="list-style-type: none"> • Listen to sounds and music and consider how they show mood and character. 	<ul style="list-style-type: none"> • Listen to music and consider how the composer has communicated his/her ideas and the impact this has on the listener. 	<ul style="list-style-type: none"> • Be aware of the music's context and purpose. • Respond to, identify, compare and contrast different musical pieces.
Describing and Discussing	<ul style="list-style-type: none"> • Talk about how sounds and music make you feel. 	<ul style="list-style-type: none"> • Give opinions about music listened to. • Begin to use some musical vocabulary when talking about music: beat, loud(er), quiet(er), silence, fast(er), slow(er), high(er), low(er). • Name some percussion instruments: drum, triangle, bell, tambourine, maraca. 	<ul style="list-style-type: none"> • Share opinions about music listened to giving reasons. • Use a range of musical vocabulary when talking about music: melody, scale, steady beat, rhythm, pitch, duration, dynamics, tempo, timbre, texture, structure. • Name a wider range of instruments. 	<ul style="list-style-type: none"> • Share informed opinions about music listened to commenting on context, purpose and impact of the music. • Use a fluent musical vocabulary when discussing music.