

St Edward's Music Overview 2021 – 2022

<p>EYFS</p>	<p>EYFS: each Unit of Work comprises the following strands of musical learning:</p> <ol style="list-style-type: none"> 1.Listen and Respond 2. Explore and Create - initially using voices only, but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform <p>The following table shows the music strands of the EYFS curriculum:</p>		
	<p>Development Matters: Expressive Arts & Design 3-4 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 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. <u>In Reception</u> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making – performing solo or in groups. <u>ELG</u> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Musical Development Matters in the Early Years: The overall purpose of this guidance is to support practitioners, teachers and parents/carers to see the musical attributes of young children and to offer ideas as to how they can support and nurture children’s musical development by offering broad musical experiences.</p> <p>Aspects of musical learning and development: *Hearing and Listening *Vocalising and Singing *Moving and Dancing *Exploring and Playing</p>	<p>Letters & Sounds – Phase 1 FS1 There are several music links running through the 7 aspects of Phase 1 of Letters & Sounds, with particular emphasis on sound discrimination, listening, voice sounds, body percussion and using instruments.</p> <p>Charanga Musical learning focus: Reception Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place</p>
	Autumn	Spring	Summer
<p>Nursery</p>	<p><u>Hearing & Listening</u> CBeebies ‘Melody’ programmes – link in with current themes. Phase 1 phonics activities – General Sound discrimination: environmental, instrumental sounds, body percussion <i>Charanga Listening Calendar: September – December</i> Carnival of the Animals –, ‘Fossils’ <u>Vocalising & Singing</u> Learning and reciting familiar nursery rhymes Learning and singing action songs linked to themes and different areas of learning Christmas Nativity: ‘The Nursery Rhyme Nativity’. <u>Moving & Dancing</u> Action songs; Super Simple songs; Sticky kids programmes <u>Exploring & playing</u> Phase 1 Aspect 2 & 3 – instrumental sounds, body percussion</p>	<p><u>Hearing & Listening</u> CBeebies ‘Melody’ programmes – link in with current themes. <i>Charanga Listening Calendar: January - April</i> Phase 1 phonics activities: rhythm and rhyme <u>Vocalising & Singing</u> Learning and reciting familiar nursery rhymes Learning and singing action songs linked to themes and different areas of learning <u>Moving & Dancing</u> Action songs; Super Simple songs; Sticky kids programmes <u>Exploring & playing</u> Playing games with the instruments;</p>	<p><u>Hearing & Listening</u> CBeebies ‘Melody’ programmes – link in with current themes. <i>Charanga Listening Calendar: May - July</i> <u>Vocalising & Singing</u> Phase 1 phonics activities: voice sounds Learning and reciting familiar nursery rhymes Learning and singing action songs linked to themes and different areas of learning <u>Moving & Dancing</u> Action songs; Super Simple songs; Sticky kids programmes <u>Exploring & playing</u> Access to percussion instruments outside</p>

<p>Reception</p>	<p>TVMS Unit: Me! Learn to sing nursery rhymes and action songs: Pat-a-cake; 1, 2, 3, 4, 5, Once I Caught a Fish Alive; This Old Man; Five Little Ducks; Name Song; Things for Fingers</p> <p>TVMS Unit: My Stories: Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Christmas Nativity – singing and performing</p>	<p>TVMS Unit: Everyone! Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p>TVMS Unit: Our World Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>TVMS Unit: Big Bear Funk (transition to Y1) Listening 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</p> <p>TVMS Unit: Reflect, rewind & Replay Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition</p> <p>TVMS 'Snappy Classroom' sessions</p>
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<p>Key Stage 1</p>	<p>National Curriculum Key Stage 1 – subject content: Pupils should be taught to:</p> <ul style="list-style-type: none"> ✚ use their voices expressively and creatively by singing songs and speaking chants and rhymes ✚ play tuned and untuned instruments musically ✚ listen with concentration and understanding to a range of high-quality live and recorded music ✚ experiment with, create, select and combine sounds using the inter-related dimensions of music.
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<p>Model Music Curriculum Key Stage 1</p> <p>The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:</p> <ol style="list-style-type: none"> 1. Singing 2. Listening 3. Composing 4. Musicianship: pulse/beat, rhythm, pitch <p>The MMC guidance covers the skills of the four areas.</p> <p>Within each of these areas are some suggested repertoire choices to support teachers in delivering the curriculum and suggested approaches to demonstrate the way in which musical listening, meaning, performance and composition are linked.</p> <p>Singing is at the heart of Key Stage 1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Songs, chants and listening to repertoire are suggested as a starting point.</p> <p>Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening.</p> <p>Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures.</p> <p>Pupils will build musical confidence through active engagement with music as performers, music-creators and audience.</p>
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	Autumn	Spring	Summer
Year 1	<p>INTRODUCING BEAT TVMS Unit: How can we make friends when we sing together?</p> <ul style="list-style-type: none"> • Find the beat • 1-2-3-4-5 • Head, shoulders knees & toes • Shapes • We talk to animals <p>ADDING RHYTHM & PITCH TVMS Unit: How does music tell stories from the past?</p> <ul style="list-style-type: none"> • Twinkle twinkle little star • In the orchestra • Daisy Bell • Dancing Dinosaurs • Rock-a-bye baby <p>Christmas Nativity – singing & performing</p>	<p>INTRODUCING TEMPO & DYNAMICS TVMS Unit: How does music make the world a better place?</p> <ul style="list-style-type: none"> * If you're happy and you know it * Sing me a song * Sparkle * Rhythm in the way we walk * Big Bear Funk <p>COMBINING PULSE, RHYTHM & PITCH TVMS Unit: How does music help us to understand our neighbours?</p> <ul style="list-style-type: none"> * Days of the week * Name song * Cuckoo * Upside down * Hush little baby 	<p>HAVING FUN WITH IMPROVISATION TVMS Unit: What songs can we sing to help us through the day?</p> <ul style="list-style-type: none"> * Getting dressed * Dress up * Brush our teeth * Get ready * Up and down
Year 2	<p>EXPLORING SIMPLE PATTERNS TVMS Unit: How does music help us to make friends?</p> <ul style="list-style-type: none"> • Music is in my soul – part 1 & 2 • Hey friends – part 1 & 2 • Hello <p>FOCUS ON DYNAMICS & TEMPO TVMS Unit: How does music teach us about the past?</p> <ul style="list-style-type: none"> • Sparkle in the sun – part 1 & 2 • Listen – part 1 & 2 • The orchestra song <p>Christmas Nativity – singing & performing</p>	<p>EXPLORING FEELINGS THROUGH MUSIC TVMS Unit: How does music make the world a better place?</p> <ul style="list-style-type: none"> * Rainbows – part 1 & 2 * Hands, feet, heart – part 1 & 2 * All around the world <p>INVENTING A MUSICAL STORY TVMS Unit: How does music teach us about our neighbourhood?</p> <ul style="list-style-type: none"> * Helping each other – part 1 & 2 * The music man – part 1 & 2 * Let's sing together 	<p>MUSIC THAT MAKES YOU DANCE TVMS Unit: How does music make us happy?</p> <ul style="list-style-type: none"> * I wanna play in a band – part 1 & 2 * Music is all around – part 1 & 2 * Saying sorry <p>TVMS – 'Snappy Classroom' sessions: x 6 sessions per class</p>
Key Stage 2	<p>National Curriculum Key Stage 2 – subject content: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✚ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ✚ improvise and compose music for a range of purposes using the inter-related dimensions of music ✚ listen with attention to detail and recall sounds with increasing aural memory ✚ use and understand staff and other musical notations ✚ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ✚ develop an understanding of the history of music. 		

Model Music Curriculum Key Stage 2

The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

1. Singing
2. Listening
3. Composing: improvise, compose
4. Performing

The MMC at Key Stage 2 reflects the importance of these school years in terms of music progression. The key skills and techniques learnt build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3, and while singing remains a key thread throughout Key Stage 2 the model curriculum will support other aspects of music making. Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Repetition of techniques is vital to consolidate and gain confidence, and songs, chants and listening repertoire are suggested as a starting point. Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening.

Pupils will create music through improvisation, exploring how to write music for a specific purpose.

	Autumn	Spring	Summer
<p>Year 3/4</p> <p>Year A</p>	<p>DEVELOPING NOTATION SKILLS</p> <p>TVMS Unit: How does music bring us closer together?</p> <ul style="list-style-type: none"> • <i>Home is where the heart is - part 1 & 2</i> • <i>Let's work it out together – part 1 & 2</i> • <i>Please be kind</i> <p>ENJOYING IMPROVISATION</p> <p>TVMS Unit: What stories does music tell us about the past?</p> <ul style="list-style-type: none"> • <i>Love what we do – part 1 & 2</i> • <i>When the saints go marchin' in – part 1 & 2</i> • <i>My bonnie lies over the ocean</i> <p>Christmas Nativity</p>	<p>COMPOSING USING YOUR IMAGINATION</p> <p>TVMS Unit: How does music make the world a better place?</p> <ul style="list-style-type: none"> * <i>Your imagination – part 1 & 2</i> * <i>You're a shining star – part 1 & 2</i> * <i>Music makes the world go round</i> <p>SHARING MUSICAL EXPERIENCES</p> <p>TVMS Unit: How does music help us get to know our community?</p> <ul style="list-style-type: none"> * <i>Friendship song – part 1 & 2</i> * <i>Family – part 1 & 2</i> * <i>Come on over</i> 	<p>LEARNING MORE ABOUT MUSICAL STYLES</p> <p>TVMS Unit: How does music make a difference to us every day?</p> <ul style="list-style-type: none"> * <i>He's got the whole in His hands – part 1 & 2</i> * <i>Why does music make a difference? – (part 1 & 2)</i> * <i>Panda extravaganza</i> <p>TVMS – African Drumming 1: x2 50 minute taster sessions per class</p>
<p>Year 5</p>	<p>GETTING STARTED WITH MUSIC TECH</p> <p>TVMS Unit: How does music bring us together?</p> <ul style="list-style-type: none"> • <i>Ghost parade – part 1 & 2</i> • <i>Words can hurt – part 1 & 2</i> • Joyful, joyful <p>EMOTIONS & MUSICAL STYLES</p> <p>TVMS Unit: How does music connect us with our past?</p> <ul style="list-style-type: none"> • <i>The sparkle in my life – part 1 & 2</i> • <i>Dreaming of Mars – part 1 & 2</i> • <i>Get on board</i> <p>Christmas Carol Service</p>	<p>EXPLORING KEY & TIME SIGNATURES</p> <p>TVMS Unit: How does music improve our world?</p> <ul style="list-style-type: none"> * <i>Freedom is coming – part 1 & 2</i> * <i>All over again – part 1 & 2</i> * <i>Do you every wonder?</i> <p>INTRODUCING CHORDS</p> <p>TVMS Unit: How does music teach us about our community?</p> <ul style="list-style-type: none"> * <i>Erie canal – part 1 & 2</i> * <i>Heroes – part 1 & 2</i> * <i>Happy to be me</i> 	<p>WORDS, MEANING & EXPRESSION</p> <p>TVMS Unit: Words, meaning & Expression</p> <ul style="list-style-type: none"> * <i>Look into the night – part 1 & 2</i> * <i>Breathe – part 1 & 2</i> * <i>Keeping time</i> <p>TVMS – Taiko Drumming (10 week course)</p>

<p>Year 6</p>	<p>DEVELOPING MELODIC PHRASES TVMS Unit: How does music bring us together?</p> <ul style="list-style-type: none"> • <i>Do what you want to – part 1 & 2</i> • <i>It's all about love – part 1 & 2</i> • <i>Sunshine on a rainy day</i> <p>UNDERSTANDING STRUCTURE & FORM TVMS Unit: How does music connect us with the past?</p> <ul style="list-style-type: none"> • <i>My best friend – 1 & 2</i> • <i>Singing Swinging Star – part 1 & 2</i> • <i>Roll Alabama</i> • <p>Christmas Carol Service</p>	<p>GAINING CONFIDENCE THROUGH PERFORMANCE TVMS Unit: How does music improve our world?</p> <ul style="list-style-type: none"> * <i>Disco Fever – part 1 & 2</i> * <i>La Bamba – part 1 & 2</i> * <i>Change</i> <p>EXPLORING NOTATION FURTHER TVMS Unit: How does music teach us about our community?</p> <ul style="list-style-type: none"> * <i>Let's rock – part 1 & 2</i> * <i>Simple gifts – part 1 & 2</i> * <i>Friendship should never end</i> 	<p>USING CHORDS & STRUCTURE TVMS Unit: How does music shape our way of life?</p> <ul style="list-style-type: none"> * <i>Wake up! Part 1 & 2</i> * <i>Down by the riverside – part 1 & 2</i> * <i>Dance the night away</i> <p>TVMS – African Drumming 2: x2 50 min sessions per class</p>
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