

Year 1

Year 1 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 1 and 2 nativity musical. Instrumental lessons give further opportunities for children to develop musically.

	Unit 1	Unit 2	Unit 3
Autumn Term	<p>Menu Song</p> <ul style="list-style-type: none"> Performing as a group Play/clap on the beat. Participate in call-and-response songs show the shape of the pitch moving with actions Listen and move in time to the song. <p>Key Vocabulary/concepts: call and response, echo, beat, rest, rhythm</p>	<p>Colonel Hathi's march (film music, march music)</p> <ul style="list-style-type: none"> Compose a march Respond to music through movement. Describe the features of a march using music vocabulary <p>Key Vocabulary/concepts: low and high pitch, a march</p>	<p>Magical musical aquarium (classical music)</p> <ul style="list-style-type: none"> Experiment with sounds (timbre) Use graphic symbols. Sing in unison Play percussion instruments Listen to 'Aquarium', reflecting the character of the music through movement. <p>Vocabulary/key concepts: soft/loud, fast/slow,</p>
Spring Term	<p>Football</p> <ul style="list-style-type: none"> Compose word patterns and melodies Chant rhythmically, marking rests. Play a simple ostinato Tap a beat and clap the rhythm of words <p>Vocabulary/key concepts: pitched/unpitched instruments, steady beat, chant, ostinato</p>	<p>'Dawn' from Sea interludes (20th century classical)</p> <ul style="list-style-type: none"> Use actions to show beat. Listen actively; responding to music Create a musical movement picture. <p>Vocabulary/key concepts: Orchestra, names for instruments (flute, harp, violin, viola, clarinet)</p>	<p>Musical conversations</p> <ul style="list-style-type: none"> Compose musical sound effects Improvise using percussion Create, interpret, and perform from simple graphic scores. <p>Vocabulary/key concepts: Compose, improvise, tuned and untuned percussion, graphic score</p>
Summer Term	<p>Nautilus (Contemporary music)</p> <ul style="list-style-type: none"> Using movement to show features of music including beat. Create art work in response to a piece of music <p>Vocabulary/key concepts: pitch, tempo, duration</p>	<p>Cat and Mouse</p> <ul style="list-style-type: none"> Listen and copy rhythms. Create rhythmic patterns Listen and respond to music - Rossini's Cat Duet and Aaron Copland 'Cat and Mouse'. <p>Vocabulary/key concepts: musical mood, dynamics (loud/quiet), pitch (high/low), duration (long/short)</p>	<p>Come Dance with me</p> <ul style="list-style-type: none"> Create musical phrases Sing and play call and response sections <p>Vocabulary/key concepts: call and response, solo/unison, verse and chorus</p>

Year 2

Year 2 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 1 and 2 nativity musical. Instrumental lessons give further opportunities for children to develop musically.

	Unit 1	Unit 2	Unit 3
Autumn Term	<p>Tony Chestnut</p> <ul style="list-style-type: none"> Develop internal 'metronome' when singing Improvise rhythms Recognise and play echoing phrases by ear <p>Vocabulary/key concepts: steady beat/pulse, melody, echo, improvise, minor third (cuckoo)</p>	<p>Carnival of the Animals (classical)</p> <ul style="list-style-type: none"> Listen and respond to music, identifying mood and features Talk about music using musical vocabulary <p>Vocabulary/key concepts: Instrument names/families (strings including cello, piano, glockenspiel); pitch (high/low) duration (long/short notes), dynamics (forte/piano), articulation (legato/staccato)</p>	<p>Birdsong</p> <ul style="list-style-type: none"> Invent and combine simple patterns Follow signals given by a conductor/leader. Improvise solos <p>Vocabulary/key concepts: conduct, compose, improvise</p>
Spring Term	<p>Grandma Rap</p> <ul style="list-style-type: none"> Compose 4-beat patterns using crotchets, quavers and rests Chant using crotchets, quavers and rests over a steady beat. <p>Vocabulary/key concepts: crotchet, quaver, rest</p>	<p>Orawa (20th century classical)</p> <ul style="list-style-type: none"> Improvise, compose and perform Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Identify and describe musical features and comment on the effect. <p>Vocabulary/key concepts: repetition, motif, coda, string instruments</p>	<p>Trains</p> <ul style="list-style-type: none"> Begin to understand rhythm notation. Create a whole-class composition. Perform changes in tempo & dynamics Follow signals from a conductor. Listen to and discuss music inspired by travel/vehicles. <p>Vocabulary/key concepts: diminuendo, crescendo, accelerando, ritenuto</p>
Summer Term	<p>Swing along with Shostakovich (20th C classical)</p> <ul style="list-style-type: none"> Identify 2 and 3 time (waltz and march), moving in time with each Create patterns in 2 and 3 time <p>Vocabulary/key concepts: beat, waltz (triple time), march (double time)</p>	<p>Charlie Chaplin</p> <ul style="list-style-type: none"> Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration, pitch and dynamics <p>Vocabulary/key concepts: pitch, dynamics, duration, soundtrack, compose</p>	<p>Tanczomy labada (traditional music - Poland)</p> <ul style="list-style-type: none"> Develop internal metronome Listen and sing Polish music Understand the role of traditional music Play an accompaniment and invent a 4-beat body percussion pattern. <p>Vocabulary/key concepts: accompaniment, traditional/folk music</p>

Year 3

Year 3 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 3 and 4 musical. Instrumental lessons give further opportunities for children to develop musically.

	Unit 1	Unit 2	Unit 3
Autumn Term	<p>I've been to Harlem</p> <ul style="list-style-type: none"> • Compose an ostinato. • Sing a call-and-response song • Play accompaniments to a song. • Identify where notes go down and up. <p>Vocabulary/key concepts: Accompaniment, ostinato, pentatonic, unison, round</p>	<p>Boat Songs (Scottish and Bengali folk music)</p> <ul style="list-style-type: none"> • Listen to and sing music from different traditions • Compare music, using appropriate music terminology <p>Vocabulary/key concepts: folk/tradition music, time signature (3/4 and 4/4), melody/harmony</p>	<p>Sound Symmetry</p> <ul style="list-style-type: none"> • Explore symmetry of pitch and melody • Compose a song based on a symmetrical pattern. <p>Vocabulary/key concepts: symmetry - ternary form (ABA), pitch, melody</p>
Spring Term	<p>Latin Dance (Cuban Salsa)</p> <ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern. • Sing syncopated rhythms • Move in time to the beat • Identify musical features <p>Vocabulary/key concepts: syncopation, verse/chorus, different instruments</p>	<p>March from the Nutcracker (Classical)</p> <ul style="list-style-type: none"> • Responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A) <p>Vocabulary/key concepts: classical music, ballet, rondo form, staccato</p>	<p>Y3/4 Class production</p> <p>Developing singing, performance skills</p>
Summer Term	<p>From a Railway Carriage</p> <ul style="list-style-type: none"> • Create word-based pieces of music • Listen and compare how different composers have approached creating word-based compositions <p>Vocabulary/key concepts: collaboration, unison, layers, fugue, round</p>	<p>Just three notes (minimalist music)</p> <ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches <p>Vocabulary/key concepts: crotchet, quaver, semi-quaver, rest, ostinato, time signature</p>	<p>Samba</p> <ul style="list-style-type: none"> • Body percussion • Feel the beat and move in time • Identify features of samba and its role in Brazilian culture <p>Vocabulary/key concepts: Instruments of samba, batucada, beat/rhythm</p>

Year 4

Whole Class Brass:

A year-long programme of instrumental teaching led by a specialist music teacher from Warwickshire Music Hub. Coverage includes the following areas of the curriculum:

- playing and performing musical instruments with increasing accuracy, fluency, control and expression
- Improvising and composing music
- using and understanding staff and other musical notations

In the spring term, year 4 have additional opportunities to perform in the Year 3 and 4 musical.

They have opportunities to sing in assemblies.

Instrumental lessons give further opportunities for children to develop musically.

Year 5

Year 5 follow units from the Singup scheme of work. In addition to this, they have opportunities to sing in assemblies and to perform during the annual year 5 and 6 musical. Instrumental lessons give further opportunities for children to develop musically.

	Unit 1	Unit 2	Unit 3
Autumn Term	<p>Sea Shanties</p> <ul style="list-style-type: none"> • Compose and notate rhythmic patterns • Sing a sea shanty, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms • Keep the beat • Describe musical features <p>Vocabulary/ Key Concepts: 4/4, crotchet, quavers, semiquavers. Major/minor chords</p>	<p>Why we Sing (Gospel)</p> <ul style="list-style-type: none"> • Sing Gospel style music • Recognise instruments and voices. • identify key elements of Gospel • Talk about music using appropriate music vocabulary <p>Vocabulary/ Key Concepts: legato, glissando, crescendo, unison/parts</p>	<p>Songwriting</p> <ul style="list-style-type: none"> • Improvise and compose • Listen and appraise, identifying the structure of songs <p>Vocabulary/ Key Concepts: verse, chorus, bridge, intro, outro, chords, melody, accompaniment, lyrics</p>
Spring Term	<p>Madina Tun Nabi (Islamic music)</p> <ul style="list-style-type: none"> • Improvise freely over a drone • Sing rounds and 2 part songs keeping the beat • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns. <p>Vocabulary/ Key Concepts: drone, melody, octave, key signature (G and D), tone, semitone, microtone</p>	<p>Building a Groove</p> <ul style="list-style-type: none"> • Show understanding of how a drum pattern, bass line and riff fit together to create a groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices. <p>Vocabulary/ Key Concepts: groove, bassline, off beat, riff, legato/staccato</p>	<p>Epoca (Tango)</p> <ul style="list-style-type: none"> • Develop listening skills and an understanding of how different instrumental parts interact (texture) • Demonstrate an understanding of the history of Argentine Tango. <p>Vocabulary/ Key Concepts: Tango/neotango, texture, staccato, legato</p>
Summer Term	<p>Empress of the Pagodas (Ravel)</p> <ul style="list-style-type: none"> • Develop familiarity with a range of music, recognising how music tells a story or creates atmosphere. • Compose and notate a piece in ternary form manipulating dynamics and tempo <p>Compose Vocabulary/ Key Concepts: pentatonic scale, ternary, dynamics, tempo</p>	<p>Kisne Banaaya (India/Pakistan)</p> <ul style="list-style-type: none"> • Compose a simple accompaniment • Create and perform their own class arrangement. • Sing in a 4-part round accompanied with a pitched ostinato <p>Vocabulary/ Key Concepts: a capella, unison, accompaniment, melody, harmony</p>	<p>Year % class production</p> <p>Developing singing and performance skills</p>

Year 6

Warwickshire Sings Programme:

A year-long programme of music teaching run by a specialist vocal teacher from Warwickshire Music Hub. Coverage includes the following areas of the curriculum:

- Singing a range of musical styles, developing fluency, control and expression
- Singing in unison, as a round and in parts
- Improvising and composing music, including composing rhythmic sequences, sung patterns and lyrics.
- use and understand staff and other musical notations.

In the spring term, year 4 have additional opportunities to perform in the Year 5 and 6 musical.

They have opportunities to sing in assemblies.

Instrumental lessons give further opportunities for children to develop musically.