

Whole School Overview

Reception	Who's in My Community?	What Can I Find in the Dark?	How Do Things Around Me Change?	How Do I Tell 'Once Upon a Time' Stories?	Where Does My Food Come From?	Does Everyone Live like I do?
	Charanga: 'Pat a cake' - Nursery rhymes Melody, tune Name and identify instrument sounds Play untuned percussion	Seasons Music Composer: Vivaldi Autumn of the Four Seasons Charanga: Listening 1 unit Mike Oldfield Tubular Bells We will Rock You Queen Nursery rhymes Christmas singing and performance	Seasons Music Composer: Vivaldi Winter of the Four Seasons; Ronnettes Sleigh Ride Charanga Listening 5: Music that represents machines Leroy Anderson syncopated, John Adams Plink Plank Plonk Nursery rhymes	Charanga unit: My stories Beat Name and identify instrument sounds Play untuned percussion Nursery rhymes	Seasons Music Composer: Vivaldi Spring of the Four Seasons; Beat and Rhythm Charanga transition unit: Big Bear Funk Nursery rhymes	Charanga unit: Our World Composer: Saint Seans Carnival of the Animals Seasons Music Composer: Vivaldi Summer of the four seasons International Music – Indian dance music & the sitar
Year 1	Autumn 1 My Musical Heartbeat		Spring 1 Exploring Sounds		Summer 1 Having fun with improvisation	
	Children will discover the musical heartbeat, called the 'pulse' or the 'beat' of the music. They will enjoy listening and singing to the music and songs; I finding and keeping the pulse together through marching, clapping or swaying in time.		In this unit, pupils will be exploring high and low sounds, long and short sounds to create simple melodies on their glockenspiels. Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: F, G, A.		Pupils will learn to improvise with melody and rhythm; experimenting both in groups and individually- writing and improvising music with simple software.	
	Autumn 2 Nativity performance		Spring 2 Learning to listen		Summer 2 Let's perform together !	
	Infant nativity-choral singing & performance, with EYFS children and year 2.		Pupils will further their skills of listening with the senses- using the eyes, ears and feeling the sound through their bodies. Children will learn to clap out rhythms and then develop this by improvising using their glockenspiels (notes F,G and A)		This unit gives children the opportunity play the glockenspiel along with the music and then improvise along with the beat using the same notes. Children will continue to develop their composing skills using simple software to compose their own music using C,D,E,F and G.	

Year 2	Autumn 1 Pulse, rhythm and pitch	Spring 1 Inventing a musical story	Summer 1 Exploring improvisation
	<p>Pupils will continue to recognise the pulse, and learn how to maintain the steady beat. Pupils will begin to recognise long and short notes which create 'rhythm' and high and low sounds, called 'pitch'. They will be exploring these elements of music and how they work together.</p> <p>Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E.</p>	<p>Pupils learn that music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud / soft, fast /slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Pupils will explore the music in this unit, trying to connect their feelings with what they hear. They will explore the effects of soft and loud sounds and ask themselves- Does the song tell a story? Singing and listening are at the heart of each lesson. Children will play, improvise and compose using notes: A, B, C</p>	<p>Children will continue to develop and explore their skills of improvisation further in this unit. Using up to 3 notes they will sing or play on their own. This is an explore and have fun unit.</p>
	<p>Autumn 2 Nativity Performance</p> <p>Infant nativity- choral singing & performance with EYFS children and year 1.</p>	<p>Spring 2 Recognising different sounds</p> <p>Pupils will discover that when voices or instruments work together to play different pitches that sound at the same time, they can hear harmony in music! They will explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. They will try to identify how many different instruments they can recognise in this unit. Children will also continue to learn to improvise using their glockenspiels (notes A,B,C)</p>	<p>Summer 2 Our big concert</p> <p>This unit gives children the opportunity to perform and present their choice of songs learnt this year. They will learn how to introduce the songs and tell their potential audience what they have learnt.</p>
Year 3	Autumn 1 Writing Music Down	Spring 1 Composing using your imagination	Summer 1 Enjoying improvisation
	<p>Children will discover how long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Pupils will explore the notes- crotchets and minims within the music</p>	<p>Children will explore using their imagination to create their own compositions in this unit. Children will ask themselves, " what do you see when I close my eyes?". Children will write their own melody or find sounds that represent the story that they want to tell.</p>	<p>Pupils will spend time exploring the structure of songs, discovering patterns. Moments of singing, playing and improvising are just some patterns that can be found. Can they identify sections of the music that change or repeat? The introduction, verse, and chorus are more examples of these patterns. Pupils will learn to</p>

	that they are learning. They will begin to recognise how these notes can fit on the lines and spaces of a staff. Children will also continue on their improvising journey using the notes CDEGA on the glockenspiel.		improvise over a section of the song working out where best they can improvise during the music.
	Autumn 2 Playing in a band	Spring 2 More Music Styles	Summer 2 Opening night
	Children will discover that playing together in a band is fun and exciting! Pupils will learn how to follow and read the notation of one of the instrumental parts when playing together in this unit. Children will learn to recognise the time signatures of the music that they are playing through the number of beats that they can hear in a bar. Pupils will also explore harmonies when singing and playing instruments together to create beautiful sounds	Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Children will explore these changes in dynamics within the music in this unit	This is another opportunity for pupils to have fun planning their own performance. They will create and present a performance with an understanding of the songs that they are singing and where they fit in the world. They will try to present what has been learnt in the lesson with confidence. Pupils can even extend this to creating their own band, using the simple band parts provided. Every instrument is there for them to explore.
Year 4	Autumn 1 Musical Structures	Spring 1 In2MUSIC project	Summer 1 :Rhapsody in Blue
	Children will learn to appreciate the different musical sections that repeat or change to help create the structure, or form, of a piece of music or a song. They will identify the patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music	Pupils will take part in a Berkshire Maestros Wider Opportunities Instrument 10 week course. (In2MUSIC). They will learn to master the basics of playing the violin. This will include scales and learning simple tune. Additionally they will learn to improve their timing through extra singing and percussion exercises, singing solo, together using call and response and singing in rounds. This is complimented with additional violin preparation lessons by the class teacher, which include learning how to tune the violin.	This non-Charanga unit will allow children to become immersed into the story behind the music of Rhapsody in Blue by George Gershwin. Children will further develop their listening skills, identify orchestral instruments, explore feelings and emotions created by the music; transferring the story onto paper through art. Children will compose, record using informal notation and perform their own environmental motives and soundscapes using tuned and non- tuned percussion, or other alternative non- traditional sound producing instruments. Based on the BBC 10 pieces: https://www.bbc.co.uk/teach/ten-pieces/classical-music-george-gershwin-rhapsody-in-blue/zkcy6v4

	<p>Autumn 2 Exploring feelings when you play</p> <p>Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Children will explore how special effects in music can make the words we sing more meaningful. They will discover how the sounds that we hear in music can also help to communicate specific moods.</p>	<p>Spring 2 In2MUSIC project continued</p> <p>The in2Music project will continue this half term and culminate in a short performance of their learning to parents/guardians, to support their growing confidence and a sense of achievement.</p> <p>Children will be offered the opportunity to continue learning this instrument afterwards.</p>	<p>Summer 2 Learning to Play the Recorder and The Sounds of Africa</p> <p>These non-Charanga music units will teach children how to play simple tunes on the descant recorder, building on their prior knowledge of reading and following musical notation. Children will integrate this unit with the learning and performing of a number of traditional African and African themed songs. Children will further develop their singing together, in solo, in parts, call and respond and in rounds in the languages, style and traditions of Africa.</p>
Year 5	<p>Autumn 1 Melody and Harmony in Music</p>	<p>Spring 1 Composing and chords</p>	<p>Summer 1 Freedom to Improve & continue to develop playing the recorder</p>
	<p>Children will learn the difference between melody and harmony. A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Pupils will explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. They will use their listening skills to hear the difference.</p>	<p>Children will learn that by playing three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, pupils will create an accompaniment and the composition extension activities will help them to learn more about chords</p>	<p>Improvisation gives you the freedom to express yourself, to really go for it! Children will be given the opportunity to improvise in this unit, trying musical notes that lie further apart. An 'interval' in music refers to the distance between two pitches. Pupils will learn that some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>In addition to this, children will explore some of the recorder units made available on Charanga to continue their journey with reading notation and being able to follow the music on different lines.</p>
	<p>Autumn 2 Sing and Play in Different Styles</p>	<p>Spring 2 enjoying Musical Styles</p>	<p>Summer 2 Year 5/6 Summer production</p>
	<p>Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the</p>	<p>There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound</p>	<p>Year 5/6 Summer production -Learning and performing songs/ play instruments to support the year 6 production.</p>

	<p>speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When the children are singing and playing, they will explore the various tempos of the music in this unit.</p>	<p>you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Children will explore how voices and instruments combine to create texture in music in this unit.</p>	
Year 6	Autumn 1 Music and Technology	Spring 1 Creative Composition	Summer 1 Improvising With Confidence & continue to develop playing the recorder
	<p>Music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Children will learn to tell the difference between the live sounds and digital sounds. The YuStudio projects in the Yustudio tab will teach the children invaluable skills in music production that will enrich and enhance their musical journey and inspire their creativity in this unit.</p>	<p>Children will learn that by using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Pupils will explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p>	<p>By now, the children will be fairly confident with improvisation. They can create their own personal musical ideas. Children will continue on this journey of improvisation, but will be considering phrasing and dynamics. A ‘phrase’ is sort of like a ‘musical sentence’. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Pupils will explore how phrases fit together to make a melody. By changing the dynamics of music, we can all make the music more interesting. Sometimes, gradual changes from soft to loud (‘crescendo’) or from loud to soft (‘diminuendo’) can help make music more exciting.</p> <p>In addition to this, children will explore some of the recorder units made available on Charanga to continue their journey with reading notation and being able to follow the music and playing different parts.</p>
	Autumn 2 Developing Ensemble skills	Spring 2 Musical Styles Connect Us	Summer 2 Year 5/6 Summer production
	<p>At this stage of learning, the children will be used to singing and playing together in a band or ensemble. Pupils will have gained confidence, so when that when they are playing together they</p>	<p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together.</p>	<p>Year 5/6 Summer production- choral, duet and solo singing & theatre style performance with year 5.</p>

	<p>can begin to experiment more with the dynamics and expression. They will also be able to read a notated instrumental part and by changing the dynamics of music, they can begin to make the music more interesting. By using gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) the music will sound more exciting.</p>	<p>Children will explore how the different styles of music in this unit developed from different social themes.</p>	
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