

Music Curriculum Overview

Harleston CEVA Primary Academy			SUBJECT: MUSIC 2019-2020		Charanga Music (KS2)	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<p>Me!</p> <p><i>Use voices in different ways such as speaking, singing and chanting.</i></p> <p><i>To know about and experiment with sounds.</i></p>	<p>My Stories</p> <p><i>To begin to identify simple repeated patterns and follow musical instructions.</i></p> <p><i>To talk about how music makes you feel or want to move, e.g. it makes me want to jump/sleep/shout, etc.</i></p>	<p>Everyone!</p> <p><i>To begin to understand that musical elements can be used to create different moods and effects.</i></p> <p><i>To begin to represent sounds with simple sounds including shapes and marks.</i></p>	<p>Our World</p> <p><i>To recognise and explore how sounds can be organised.</i></p> <p><i>To identify and organise sounds using simple criteria, e.g. loud, soft, high, low.</i></p> <p><i>To listen to short, simple pieces of music and talk about when and why they may hear it</i></p>	<p>Big Bear Funk</p> <p><i>To create and choose sounds.</i></p> <p><i>To perform simple rhythmic patterns, beginning to show an awareness of pulse.</i></p> <p><i>To listen to short, simple pieces of music and talk about when and why they may hear it</i></p>	<p>Reflect, Rewind and Replay</p> <p><i>To think about others when performing.</i></p> <p><i>To think about and make simple suggestions about what could make their own work better, e.g. play faster or louder.</i></p>
Y1	<p>Hey you!</p> <p><i>Use voices in different ways such as speaking, singing and chanting.</i></p> <p><i>To talk about how music makes you feel or want to move, e.g. it makes me want to jump/sleep/shout, etc.</i></p>	<p>Rhythm in the way we walk and the Banana Rap</p> <p><i>To recognise and explore how sounds can be organised.</i></p> <p><i>To know about and experiment with sounds.</i></p>	<p>In the Groove</p> <p><i>To create and choose sounds.</i></p> <p><i>To perform simple rhythmic patterns, beginning to show an awareness of pulse.</i></p>	<p>Round and Round</p> <p><i>To begin to identify simple repeated patterns and follow musical instructions.</i></p> <p><i>To begin to represent sounds with simple sounds including shapes and marks.</i></p>	<p>Your Imagination</p> <p><i>To identify and organise sounds using simple criteria, e.g. loud, soft, high, low.</i></p> <p><i>To begin to understand that musical elements can be used to create different moods and effects.</i></p>	<p>Reflect, Rewind and Replay</p> <p><i>To think about others when performing.</i></p> <p><i>To think about and make simple suggestions about what could make their own work better, e.g. play faster or louder.</i></p>
Y2	<p>Hands, Feet, Heart</p> <p><i>To create and choose sounds for a specific effect.</i></p> <p><i>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</i></p>	<p>Ho Ho Ho</p> <p><i>Use voices expressively and creatively.</i></p> <p><i>To sing with the sense and shape of the melody.</i></p> <p><i>To confidently represent sounds with a range of symbol, shapes or marks.</i></p>	<p>I wanna Play in A Band</p> <p><i>Repeat short rhythmic and melodic patterns.</i></p> <p><i>To begin to explore and choose and order sounds using the inter-related dimensions of music*.</i></p>	<p>Zootime</p> <p><i>To identify and recognise repeated patterns and follow a wider range of musical instructions.</i></p> <p><i>To understand how musical elements create different moods and effects</i></p>	<p>Friendship Song</p> <p><i>To respond to different moods in music and explain thinking about changes in sound.</i></p> <p><i>To listen to pieces of music and discuss where and when they may be heard, explaining why using simple musical vocabulary</i></p>	<p>Reflect, Rewind and Replay</p> <p><i>To think about others when performing.</i></p> <p><i>To identify what improvements could be made to their own work and make these changes, including altering use of voice, playing of and choice of instruments.</i></p>
Y3	<p>Let Your Spirit Fly</p> <p><i>To sing in unison, becoming aware of pitch.</i></p>	<p>Glockenspiel Stage 1</p> <p><i>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</i></p> <p><i>To begin to recognise simple notations to represent music, including pitch and volume.</i></p>	<p>Three Little Birds</p> <p><i>To begin to join simple layers of sound, e.g. background rhythm and a solo melody.</i></p> <p><i>To create simple rhythmical patterns that use a small range of notes.</i></p>	<p>The Dragon Song</p> <p><i>To explore and comment on the ways sounds can be expressively.</i></p> <p><i>To listen with attention and begin to recall sounds.</i></p>	<p>Bringing Us Together</p> <p><i>To begin to understand how different musical elements are combined and used to create an effect.</i></p> <p><i>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</i></p>	<p>Reflect, Rewind and Replay</p> <p><i>To think about others when performing.</i></p> <p><i>To comment on the effectiveness of own work, identifying and making improvements.</i></p>
Y4	<p>Mamma Mia</p> <p><i>To sing in unison, maintaining the correct pitch and using increasing expression.</i></p> <p><i>To create rhythmical and simple melodic patterns using an increased number of notes.</i></p>	<p>Glockenspiel Stage 2</p> <p><i>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics</i></p> <p><i>To understand and begin to use established and invented notations to represent music.</i></p>	<p>Stop!</p> <p><i>To begin to understand how different musical elements are combined and used expressively.</i></p>	<p>Lean On Me</p> <p><i>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</i></p> <p><i>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</i></p>	<p>Blackbird</p> <p><i>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</i></p> <p><i>To listen to and recall patterns of sounds with increasing accuracy.</i></p>	<p>Reflect, Rewind and Replay</p> <p><i>To think about others when performing.</i></p> <p><i>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</i></p>
Y5	<p>Livin' On A Prayer</p> <p><i>To sing in unison with clear diction, controlled pitch and sense of phrase.</i></p>	<p>Classroom Jazz 1</p> <p><i>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</i></p> <p><i>To recognise and use a range of musical notations including staff notation.</i></p>	<p>Make you Feel my Love</p> <p><i>To maintain my own part and be aware how the different parts fit together.</i></p> <p><i>To begin to identify the relationship between sounds and how music can reflect different meanings.</i></p>	<p>The Fresh Prince of Bel Air</p> <p><i>To listen to and recall a range of sounds and patterns of sounds confidently.</i></p>	<p>Dancing in the Street</p> <p><i>To create increasingly complicated rhythmic and melodic phrases within given structures.</i></p> <p><i>To listen to a range of high quality live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music has changed over time.</i></p>	<p>Reflect, Rewind & Replay</p> <p><i>To describe, compare and evaluate different types of music beginning to use musical words.</i></p> <p><i>To comment on the success of their own and others' work, suggesting improvements based on intended outcomes.</i></p>
Y6	<p>Happy</p> <p><i>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</i></p>	<p>Classroom Jazz 2</p> <p><i>To play and perform with accuracy, fluency, control and expression.</i></p>	<p>A New Year Carol</p> <p><i>To think about the audience when performing and how to create a specific effect.</i></p>	<p>New Unit</p> <p><i>To create and improve melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range</i></p>	<p>You've Got a Friend</p> <p><i>To listen to and recall a range of sounds and patterns of sounds with accuracy and confidence.</i></p>	<p>Reflect, Rewind & Replay</p> <p><i>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</i></p>

		<i>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</i>		<i>To identify and explore the relationship between sounds and how music can reflect different meanings.</i>	<i>To develop an understanding of the history of music from different cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose affects the way that music is created and performed.</i>	<i>To evaluate the success of own and others' work, suggesting specific improvements based on intended outcomes and comment on how this is to be achieved.</i>
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