

Music Whole School Overview 2 Year Cycle 2024 -2025

September 2024 – This academic year our school is following Cycle 2

Resources	Charanga- https://charanga.com/site/log-in/ Kapow- https://www.kapowprimary.com/subjects/music/ BBC- https://www.bbc.co.uk/bitesize/subjects/zwxhfg8
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Reception

Statutory Framework for the Early Years Curriculum September 2021

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.

New Framework for EYFS Development Matters September 2021

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

CYCLE 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year R Cycle 1(th is does not change)	Charanga – Me! (Nursery rhymes) Cross-curricular and topic-based focus Explore: growing, homes , colour, toys, how I look.	Charanga My Stories Cross-curricular and topic-based focus Explore: ☐ Using your imagination ☐ Christmas ☐ Festivals ☐ Fairies ☐ Pirates ☐ Treasure ☐ Superheroes	Charanga Everyone! Cross-curricular and topic based focus Explore: Family, Friends, People, Music from around the world	Charanga Our World Cross-curricular and topic based focus Explore: Animals, Jungle, Minibeasts, night and day, Sand and water, Seaside, Seasons, Weather, Sea, Space	Charanga Big Bear Funk (Funk music) Cross-curricular and topic-based focus - transition	Charanga Reflect, Rewind and Replay Consolidation unit.
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		☐ Let's Pretend ☐ Once Upon A Time				
Main 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	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	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	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat

Year 1 and 2

National Curriculum

New Model Music Curriculum – Key Stage 1

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. They are not set works, but provide guidance for teachers as they select repertoire appropriate to their school. Pupils will internalise key 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 and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2 and Key Stage 3. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be 'doing music' as much as possible, including performing their compositions and improvisations. Peer feedback will be an important element in developing their skills. The curriculum is technique-based, equipping pupils for progression beyond Key Stage 1. It will enable pupils to develop a love of music, refining their individual taste, as well as a strong internalised sense of pulse, rhythm and pitch, through a rich range of musical interactions including singing, moving, performing using untuned (e.g. wood block) and tuned (e.g. recorders) instruments, creating music and active listening. Pupils will gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles. There should be frequent informal opportunities to perform and pupils should have the opportunity to hear high-quality live performance, either within school or in the wider community through other partners within the local Music Education Hub.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Cycle 2	Charanga – Hey you (Old School Hip Hop) Threshold concept – To compose Knowledge category – To process effects. (Milestone 1) Topic and cross-curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic	Charanga Rhythm In The Way We Walk and The Banana Rap (Reggae)	Charanga In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk) Threshold concept –	Charanga Round and Round (Bossa Nova) Threshold concept – To	Charanga Your Imagination (Pop) Threshold concept – To transcribe	Charanga Reflect, Rewind and Replay (Classical) Threshold concept –

	To compose Knowledge category – To process effects. (Milestone 1) Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop .	Threshold concept – To compose Knowledge category – To process effects (Milestone 1) Topic and cross curricular links: Action songs that link to the foundations of music	To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 1) Topic and cross-curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	compose Knowledge category – To process effects (Milestone 1) Topic and cross-curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	Knowledge categories – Symbols Notation (Milestone 1)	To perform Knowledge categories – Emotions Technique (Milestone 1) Topic and cross-curricular links: The history of music in context, listen to Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
Music	● Me, Myself And I by De La Soul ● Fresh Prince Of Bel-Air by Will Smith ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC	● The Planets, Mars by Gustav Holst (Classical) ● Tubular Bells by Mike Oldfield (Pop) ● The Banana Rap by Jane Sebba (Hip Hop) ● Happy by Pharrell Williams (Pop) ● When I'm 64 by The Beatles (Pop)	● How Blue Can You Get by B.B. King (Blues) ● Let The Bright Seraphim by Handel (Baroque) ● Livin' La Vida Loca by Ricky Martin (Latin/Pop) ● Jai Ho by J.R. Rahman (Bhangra/Bollywood) ● Lord Of The Dance by Ronan Hardiman (Irish) ● Diggin' On James Brown by Tower Of Power (Funk)	● Livin' La Vida Loca by Ricky Martin (Latin/Pop) ● Imperial War March by John Williams (Film) ● It Had Better Be Tonight by Michael Bublé ● (Latin/Big Band) ● Why Don't You by Gramophonedzie (Big Band/Dance) ● Oya Como Va by Santana (Latin/Jazz)	● Supercalifragilisticexpialidocious from Mary Poppins ● Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack ● Daydream Believer by The Monkees ● Rainbow Connection from The Muppet Movie ● A Whole New World from Aladdin	● A Song Before Sunrise by Frederick Delius – 20th Century ● The Firebird by Igor Stravinsky – 20th Century ● The Bird by Sergei Prokofiev – 20th Century ● Grand March from Aida by Giuseppe Verdi – Classical ● Bolero by Maurice Ravel – 20th Century ● The Lamb by John Tavener – Contemporary

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Year 2 Cycle 2	Charanga – Hands, feet, heart (Afropop, South African) Threshold concept – To compose Knowledge category – To process effects. (Milestone 1) Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles. • The Click Song sung by Miriam Makeba • The Lion Sleeps Tonight sung by Soweto Gospel Choir • Bring Him Back by Hugh	Charanga – Ho,ho,ho (A song with rapping and improvising for Christmas) Threshold concept – To compose Knowledge category – To process effects. (Milestone 1) Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles. (Milestone 1) • Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) • Suspicious Minds by Elvis Presley (Pop) • Sir Duke by Stevie Wonder (Funk) • Fly Me To The Moon by Frank Sinatra (Big	Charanga – I wanna be in a band (Rock) Threshold concept – To compose Knowledge category – To process effects. (Milestone 1) Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles. • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B.Goode by Chuck Berry • I Saw Her Standing There by The Beatles	Charanga – Zootime (Reggae) Threshold concept – To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 1) Topic and cross-curricular links: Animals, poetry and the historical context of musical styles. • Kingston Town by UB40 • Shine by ASWAD • IGY by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Cliff	Charanga – Friendship song Threshold concept – To transcribe Knowledge categories – Symbols Notation (Milestone 1) Topic and cross curricular links: PSED and historical context of musical styles. • Count On Me by Bruno Mars • We Go Together (from the Grease soundtrack) • You Give A Little Love (from Bugsy Malone) • That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John • You've Got A Friend In Me by Randy Newman	Charanga – Reflect, Rewind and Replay (Western Classical Music) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 1) Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. • Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic • Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque • From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia • On Greensleeves by Ralph Vaughn Williams – 20th century
Music						

	Masekela • You Can Call Me Al by Paul Simon • Hlokolozza by Arthur Mafokate	Band/Jazz)				• Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic
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Year 3 and 4

National curriculum

New Model Music Curriculum – Key Stage 2

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 – in particular, the opportunity to access and make progress on a musical instrument. Instrumental teaching provision will be dependent on the availability of instruments and specialist teachers and the opportunities provided by the Music Education Hub partner delivering whole-class tuition. A case study of how this may work in practice is included as Appendix 5. At the intersection of Year 6 and Year 7, the MMC proposes a Transition Project as a way of providing a sense of culmination to the primary phase of the MMC and a musical way of demonstrating what pupils have learnt at primary school to their secondary teachers when they arrive in Year 7 (see Appendix 6).

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.

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Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3.

Notation is introduced, initially using graphic score, but moving on to staff notation. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be 'doing music' as much as possible, including performing their compositions and improvisations both in their class and wider school audiences, at least once a term.

There should be frequent informal opportunities to perform, and pupils should have the opportunity to hear high-quality live performances, either within school or in local concert settings.

Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Cycle 2	Charanga Let Your Spirit Fly (R&B, Western Classical, Musicals, Motown, Soul) Threshold concept – To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 2) Topic and cross curricular links: Historical context of musical styles.	Charanga – Glockenspiel Stage 1 (Learning basic instrumental skills by playing tunes in varying styles) Threshold concept – To compose Knowledge category – To process effects (Milestone 2) Topic and cross curricular links: Introduction to the language of music, theory and composition.	Charanga – Three Little Birds (Reggae) Threshold concept – To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 2) Topic and cross-curricular links: Animals, Jamaica, poetry and the historical context of musical styles.	Charanga The Dragon Song (A song that tells a story) Threshold concept – To transcribe Knowledge categories – Symbols Notation (Milestone 2) Topic and cross-curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.	Charanga Bringing Us Together (Disco) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 2) Topic and cross curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.	Charanga Reflect, Rewind and Replay (Western Classical Music) Threshold concept – To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 2) Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

Mus i c	• Colonel Bogey March by Kenneth Alford (Film) • Consider Yourself from the musical 'Oliver!' (Musicals) • Ain't No Mountain High Enough by Marvin Gaye (Motown) • You're The First, The Last, My Everything by Barry White (Soul)	• Easy E • Strictly D • Drive • D-E-Finitely • Roundabout • March of the Golden Guards • Portsmouth	• Jamming by Bob Marley • Small People by Ziggy Marley • 54-56 Was My Number by Toots and The Maytals • Ram Goat Liver by Pluto Shervington • Our Day Will Come by Amy Winehouse	• Birdsong – Chinese Folk Music • Vaishnava Java – A Hindu Song • A Turkish Traditional Tune • Aitutaki Drum Dance from Polynesia • Zebaidir Song from Sudan	• Good Times by Nile Rodgers • Ain't Nobody by Chaka Khan • We Are Family by Sister Sledge • Ain't No Stopping Us Now by McFadden and Whitehead • Car Wash by Rose Royce	• L'Homme Arme by Robert Morton – Early Music • Les Tricoteuses (The Knitters) – Baroque • The Clock: Il Andante by Franz Joseph Haydn – Classical • Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic • Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Cycle 2	Charanga Mamma Mia (pop) Threshold concept – To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 2) Topic and cross curricular links: The music of the 70's	Charanga Glockenspiel Stage 2 Threshold concept – To transcribe Knowledge categories – Symbols Notation (Milestone 2) Topic and cross curricular links: The language of music, theory and composition	Charanga Stop! (grime/rap) Threshold concept – To compose Knowledge category – To process effects (Milestone 2) Topic and cross-curricular links: Anti-bullying	Charanga Lean on me (Soul/gospel) Threshold concept – To compose Knowledge category – To process effects (Milestone 2) Topic and cross-curricular links: Soul/gospel music and helping one another.	Charanga Blackbird (The Beatles/pop) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 2) Topic and cross curricular links: The Beatles and civil rights.	Charanga Reflect, Rewind and Replay (Classical music) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 2) Topic and cross curricular links: Listening to and appraising classical music.

Mus ic	• ABBA's music: Dancing Queen by ABBA • The Winner Takes It All by ABBA • Waterloo by ABBA • Super Trouper by ABBA • Thank You For The Music by ABBA	• Mardi Gras Groovin' • Two-Way Radio Flea, Fly, Mosquito • Rigadoon • Mamma Mia • Portsmouth • Strictly D • Play Your Music • Drive	• Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky Marsch by Strauss (Classical) • Can't Stop The Feeling! by Justin Timberlake (Pop) • Libertango by Astor Piazzolla (Tango) • Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	• He Still Loves Me by Walter Williams and Beyoncé (Gospel) • Shackles (Praise You) by Mary Mary (Gospel) • Amazing Grace by Elvis Presley (Gospel) • Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) • Lean On Me by The ACM Gospel Choir (Gospel)	• Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles	• La Quinta Estampie Real anon 13th century (Early Music) • The Arrival Of The Queen Of Sheba by Handel (Baroque) • Moonlight Sonata by Beethoven (Romantic) • Bridal Chorus (Wedding
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						- March) by Wagner (Romantic) • Rhapsody In Blue by Gershwin (20th Century) • Einstein On The Beach by Philip Glass (Contemporary)
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Year 5 and 6

Year 5 Cycle 2	Charanga Livin' on a Prayer (Classic rock) Threshold concept – To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 3) Topic and cross curricular links - How rock music developed from the Beatles onwards. Analysing performance.	Charanga Classroom Jazz 1 (Bossa Nova and swing) Threshold concept – To compose Knowledge category – To process effects (Milestone 3) Topic and cross curricular links - History of music - Jazz in its historical context	Charanga Make You Feel My Love (Pop ballads) Threshold concept – To compose Knowledge category – To process effects (Milestone 3) Topic and cross curricular links – Historical context for ballads	Charanga The Fresh Prince Of Bel-Air (Old school hip hop) Threshold concept – To compose Knowledge category – To process effects (Milestone 3) Topic and cross curricular links – Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Charanga Dancing in the Street (Motown) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 3) Topic and cross curricular links - The history of Motown and its importance in the development of Popular music. Civil rights.	Charanga Reflect, Rewind and Replay (classical) Threshold concept – To transcribe Knowledge categories – Symbols Notation (Milestone 3) Topic and cross curricular links – Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
Music	● We Will Rock	● Desafinado by	● Make You Feel My Love by	● Me Myself and I by	● I can't Help Myself	● Music from

	You by Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry ● I Saw Her Standing There by The Beatles	Stan Getz (Swing) ● Cotton Tail by Ben Webster ● 5 Note Swing by Ian Gray ● Perdido by Woody Herman	Bob Dylan ● So Amazing by Luther Vandross ● Hello by Lionel Ritchie ● The Way You Look Tonight by Tony Bennett	De La Soul ● Ready or Not by Fugees ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by M C Hammer	(Sugar Pie Honey Bunch) by The Four Tops ● I Heard it Through the Grapevine by Marvin Gaye ● Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell ● You Are the Sunshine of My Life by Stevie Wonder	Compline – Traditional – Early Music ● Dido and Aeneas: Overture by Henry Purcell – Baroque ● Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical ● Minute Waltz in D-flat by Chopin – Romantic ● Central Park in the Dark by Charles Edward Ives – 20th Century ● Clapping Music by Steve Reich

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Year 6 Cycle 2	Charanga Happy (pop/motown) Threshold concept – To describe music Knowledge categories – Composers Musical language Styles and periods (Milestone 3) Topic and cross curricular links: What makes us happy? Video/project with musical examples.	Charanga Classroom Jazz 2 (jazz, Latin, Blues) Threshold concept – To transcribe Knowledge categories – Symbols Notation (Milestone 3) Topic and cross curricular links: History of music - Jazz in its historical context.	Charanga Benjamin Britten - A New Year Carol (Benjamin Britten (Western Classical Music), Gospel, Bhangra) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 3) Topic and cross-curricular links: Literacy and history, www.fridayafternoonsmusic.co.uk . The historical context of Gospel music and Bhangra.	Charanga You've got a Friend (music of Carole King) Threshold concept – To compose Knowledge category – To process effects (Milestone 3) Topic and cross-curricular links: Her importance as a female composer in the world of popular music.	Charanga Music and Me (Contemporary, music and identity) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 3) Topic and cross curricular links: celebrating the role of women in the music industry.	Charanga Reflect, Rewind and Replay (Western classical) Threshold concept – To perform Knowledge categories – Emotions Technique (Milestone 3) Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

Music	• Top Of The World sung by The Carpenters • Don't Worry, Be Happy sung by Bobby McFerrin • Walking On Sunshine sung by Katrina And The Waves • When You're Smiling sung by Frank Sinatra • Love Will Save The Day sung by	• Take The 'A' Train by Duke Ellington • Speaking My Peace by H. Parlan • Back 'O'Town Blues by Earl Hines • One 'O' Clock Jump by Count Basie	• I Mun Be Married on Sunday • Fishing Song	• The Loco-Motion sung by Little Eva • One Fine Day sung by The Chiffons • Up On The Roof sung by The Drifters • Will You Still Love Me Tomorrow • (You Make Me Feel Like) A Natural Woman sung by Carole King	• Something Helpful by Anna Meredith • O by Shiva Feshareki • V-A-C Moscow by Shiva Feshareki • Heroes & Villains by Eska • Shades Of Blue by Eska • And! by Afrodeutsche • The Middle Middle by Afrodeutsche	• L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music • Armide Overture by Jean-Baptiste Lully – Baroque • The Marriage of Figaro: Overture by Mozart – Classical • Erbkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic
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	Brendan Reilly					• Sonata for Horn in F by Paul Hindemith – 20th
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Music Milestones				
Threshold Concept	Knowledge Categories	Milestone 1 (Y1-2)	Milestone 2 (Y3-4)	Milestone 3 (Y5-6)
To Compose	Process Effects	•Create a sequence of long and short sounds. •Clap rhythms. •Create a mixture of different sounds (long and short, loud and quiet, high and low). •Choose sounds to create an effect. •Sequence sounds to create an overall effect. •Create short, musical patterns. •Create short, rhythmic phrases	•Compose and perform melodic songs. •Use sound to create abstract effects. •Create repeated patterns with a range of instruments. •Create accompaniments for tunes. •Use drones as accompaniments. •Choose, order, combine and control sounds to create an effect. •Use digital technologies to compose pieces of music.	•Create songs with verses and a chorus. •Create rhythmic patterns with an awareness of timbre and duration. •Combine a variety of musical devices, including melody, rhythm and chords. •Thoughtfully select elements for a piece in order to gain a defined effect. •Use drones and melodic ostinati.. •Convey the relationship between the lyrics and the melody. •Use digital technologies to compose, edit and refine pieces of music.
To Describe Music	Composers Musical language Styles and periods	•Identify the beat of a tune. •Recognise changes in timbre, dynamics and pitch.	•Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. •Evaluate music using musical vocabulary to identify areas of likes and dislikes. •Understand layers of sounds and discuss their effect on mood and feelings.	•Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch,dynamics, tempo, timbre, texture,lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones •combination of musical elements cultural context. •Describe how lyrics often reflect the

				cultural context of music and have social meaning.
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To Transcribe	Symbols Notation	•Use symbols to represent a composition and use them to help with a performance.	•Devise non-standard symbols to indicate when to play and rest. •Recognise the notes EGBDF and FACE on the musical stave. •Recognise the symbols for a minim, crotchet, semibreve and quaver and say how many beats they represent.	•Use the standard musical notation of crotchet, minim, semibreve and quaver and indicate how many beats to play. •Read and create notes on the musical stave. •Use and understand simple time signatures.
To Perform	Emotions Technique	•Take part in singing, accurately following the melody. •Follow instructions on how and when to sing or play an instrument. •Make and control long and short sounds, using voice and instruments. •Imitate changes in pitch.	•Sing from memory with accurate pitch. •Sing in tune. •Maintain a simple part within a group. •Pronounce words within a song clearly. •Show control of voice. •Play notes on an instrument with care so that they are clear. •Perform with control and awareness of others.	•Sing or play from memory with confidence. •Perform solos or as part of an ensemble. •Sing or play expressively and in tune. •Hold a part within a round. •Sing a harmony part confidently and accurately. •Sustain a drone or a melodic ostinato to accompany singing. •Perform with controlled breathing (voice) and skilful playing (instrument)