

St Stephens Community Academy Music Planning Overview.



Year group/term	Term 1 /2 (Community & Inheritance)	Term 3 / 4 (Innovation & sources)	Term 5 / 6 (Trade & exploration)
EYFS	<p><u>Musical Development :</u> <u>Hearing & Listening</u> *Talk about music. *React to music physically/verbally. *Show awareness of changes in music eg of speed, volume, mood, texture/instruments; *Anticipate changes in music. *Associate genres of music with characters and stories. <u>Vocalising & Singing</u> *Reproduce pitch & tone of a note sung by another. *Follow melodic shape – singing or physically. *Sing entire songs. *Internalise music: show awareness of internal pulse through movement; humming to self! *Perform</p>	<p>(KG Spring2) <u>Musical Development :</u> <u>(Hearing & Listening)</u> <u>Moving & Dancing</u> *Move to sound *Combine moving, singing and playing Instruments. *Move in time to the pulse of music *Physically respond to changes in music. *Replicate familiar choreographed dances. *Choreograph own dances to familiar music, individually / paired / grouped.</p>	<p>(KG Summ1) <u>Musical Development :</u> <u>(Hearing & Listening)</u> <u>Exploring & Playing</u> *Create music/sound effects based on a theme. *Find and record sounds using recording devices. *Play instruments (including imaginary ones!) to match structure of music e.g. physically signify playing quietly/loudly; stopping etc. *Keep own steady beat whilst playing instruments. *Tap rhythms to accompany syllables. *Create rhythms using instruments and body percussion. *Try playing to the pulse / rhythm / lyrics / melody of a song.</p>
1	<p>(KG Aut2) <u>KS1 - Singing / listening / musicianship – pulse/beat, rhythm, pitch :</u> *Sing simple songs – collectively at same pitch and responding to directions e.g. loud/soft. *Expand pitch range from narrow to broader. *Sing call & response songs. *Listen & show response to variety of stories, poems, songs, music from different styles & cultures. (See Model Curriculum for suggestions.) *Follow change in tempo by moving / clapping etc. *Use body percussion & classroom percussion instruments. *Show response to pulse through movement & dance.</p>	<p>(KG Spring2) <u>KS1 – (Singing / listening) / composing :</u> *Improvise simple vocal chants using question & answer phrases. *Create sound effects & short sequences in response to variety of stimuli. *Differentiate between creating a rhythm pattern and a pitch pattern (melody). *Invent, retain, recall, rhythm & pitch patterns. *Use music tech to capture, change & combine sounds. *Graphic notation – invent own symbols. (See Model Curriculum for examples.)</p>	<p>First Access Keyboards – Kari : Piano technique; musical form, structure & style; traditional staff notation; performance elements; composition including use of CMST Music EL resources / Charanga.</p>

	<ul style="list-style-type: none"> *Compare high & low environmental sounds. *Sing songs at a high pitch and repeat at a low pitch. *Explore percussion sounds to enhance storytelling. *Follow simple graphic scoring. (See Model Curriculum for examples) 		
2	<p>(KG Aut2)</p> <p><u>KS1 - Singing / listening / musicianship – pulse/beat, rhythm, pitch :</u></p> <ul style="list-style-type: none"> *Sing songs around a 5-note range. *Know meaning of DYNAMICS and TEMPO – demonstrate in responses. *Listening as and building on Y1 objectives. *Respond to increasing / decreasing tempo. *Know the difference between left & right to support co-ordination & shared movement with others. *Begin to group beats in 2s, 4s & 3s e.g. clap strong beat & tap remaining beats. *Begin to identify beat groupings in pieces: mark the strong beat in a piece. *Copy & invent rhythms on classroom percussion. *Create rhythmic patterns based on sentences. *Read / respond to / create rhythmic patterns represented in dot & stick notation (see Model Curriculum for examples): crotchets, quavers, crotchet rests. *Play singing games based on ‘the cuckoo interval’ (cuckoo call). *Sing short phrases independently within a game situation. *Show responses to pitch in physical actions. *Recognise dot notation & match to 3-note tunes played on tuned percussion. 	<p><u>KS1 – (Singing / listening) / composing :</u></p> <ul style="list-style-type: none"> *Create music in response to non-musical stimuli. *Improvise musical conversations with a partner using voice/classroom percussion. *Use graphic symbols to keep a record of compositions; introduce dot & stick notation (use Charanga & Model Curriculum if needed). 	<p>First Access Keyboards – Kari :</p> <p>Piano technique; musical form, structure & style; traditional staff notation; performance elements; composition including use of CMST Music EL resources / Charanga.</p>
3	<p>(KG Aut1)</p> <p><u>KS2 – Singing / listening / performing.</u></p> <ul style="list-style-type: none"> *Sing in unison, pitch range of 5 notes, including different structures and dynamics. *Perform actions to songs. *Keep a steady pulse, following changes in tempo. *Perform as a choir in school assemblies. 	<p>First Access Drumming – Kari :</p> <p>Styles – world percussion; orchestral percussion; samba with CMST Music EL funded project.</p> <p>Stick and hand techniques.</p> <p>Musical form & structure.</p> <p>Informal notation.</p>	<p><u>KS2 – Singing / listening / composing including improvisation.</u></p> <ul style="list-style-type: none"> *Sing in unison, pitch range of 5 notes, including different structures and dynamics. *Perform actions to songs. *Keep a steady pulse, following changes in tempo. *Perform as a choir in school assemblies.

	<ul style="list-style-type: none"> *Listen to a wide variety of music, stories, poetry, sound effects and environmental sounds. (See Model Curriculum for suggestions of pieces.) *Listen carefully to order phrases written in dot notation (see Model Curriculum for egs). 3 note phrases. *Introduce stave, clef, dot notation. *Introduce crotchets and paired quavers. *Link syllables in sentences with notes on the stave. 	<ul style="list-style-type: none"> *Perform in varying group sizes, following staff notation, on a melodic / tuned instrument. Pitch range of 3 notes. *Copy short-range, stepwise melodic phrases at different speeds, using Italian terms. *Use known rhythms to create song accompaniments on untuned percussion. 	<ul style="list-style-type: none"> *Listen to a wide variety of music, stories, poetry, sound effects and environmental sounds. (See Model Curriculum for suggestions of pieces.) *Invent short, on the spot responses using a limited note range. Use a variety of instruments / vocals. *Use structures: question & answer/ call & response/ echo. *Improvise & compose to non-musical & musical start points. *Combine stick and dot rhythmic notation, with letter names to create rising and falling phrases of 3 notes.
4	<p>(KG Aut1) <u>KS2 – Singing / listening / performing.</u></p> <ul style="list-style-type: none"> *Sing a range of unison songs with octave range, with dynamics. (See Model Curriculum for suggestions.) *Sing rounds & partner songs in 2, 3 & 4 time. *Begin to sing songs with small and large pitch leaps. *Introduce simple 2-part harmony (eg Hear the Wind). *Perform a range of songs in assemblies. *Listen as and building on Y3 objectives. *Play & perform melodies using staff notation. Range of 5 notes, in varying group sizes. *Perform in 2-parts: melody / accompaniment – moving / static. *Copy short melodic phrases using the pentatonic scale. *Introduce minims, crotchets, paired quavers & rests. *Follow and perform from pitch notation (5 note range). 	<p>First Access Drumming – Kari : Styles – world percussion; orchestral percussion; samba with CMST Music EL funded project. Stick and hand techniques. Musical form & structure. Informal notation.</p> <ul style="list-style-type: none"> *Perform with knowledge of instrumental technique. *Follow and perform from rhythmic scores, showing understanding of own part within the overall texture. 	<p>(KG Summ1) <u>KS2 – Singing / listening / composing including improvisation.</u></p> <ul style="list-style-type: none"> *Sing a range of unison songs with octave range, with dynamics. (See Model Curriculum for suggestions.) *Sing rounds & partner songs in 2, 3 & 4 time. *Begin to sing songs with small and large pitch leaps. *Introduce simple 2-part harmony (eg Hear the Wind). *Perform a range of songs in assemblies. *Listen as and building on Y3 objectives. *Improvise on a limited pitch-range, using FA instruments. Take into account, musical qualities such as legato / staccato. *Begin decision making in relation to musical structure. *Use known rhythmic notation and letter names, to create short pentatonic pieces to play and sing. (https://www.ted.com/talks/bobby_mcferrin_watch_me_play_the_audience) *Arrange known note values (minim, crotchet, crotchet rest, paired quavers) into bars. *Look at musical components in relation to mood eg for a film. *Introduce major and minor chords. *Use all instruments learnt within a class – FA/private tuition etc. *Capture ideas: tech; graphic symbols; staff notation; rhythmic notation & time signatures.
5	<p>First Access Brass – Tony Jones : Brass technique; musical form, structure & style; traditional staff notation; performance elements; composition.</p>	<p>(KG Spring1) <u>KS2 – Singing / listening / performing.</u></p>	<p>(KG Summ2) <u>KS2 – Singing / listening / composing including improvisation.</u></p>

	<p>*Play melodies, following staff notation (octave note range if possible). Consider dynamics.</p>	<p>*Sing a broad range of songs (see repertoire list, Model Curriculum) – taking account of phrasing, accurate pitch and style.</p> <p>*Listening to build on Y4 objectives (see Modal Curriculum for suggestions).</p> <p>*Understand how triads are formed.</p> <p>*Play triads on melodic instruments / keyboards.</p> <p>*Perform simple chordal accompaniments</p> <p>*Perform a range of repertoire using mixed ensemble.</p> <p>*Develop the skill of playing by ear on melodic instruments, copying longer & familiar melodies.</p> <p>*Learn notation : semibreves, minims, crotchets, crotchet rests, paired quavers & semiquavers.</p> <p>*Compare 2/4, 3/4, 4/4 time signatures.</p> <p>*Read & perform pitch notation within an octave.</p> <p>*Read & play short rhythmic notations from sight, using various conventional notations.</p>	<p>*Sing a broad range of songs (see repertoire list, Model Curriculum) – taking account of phrasing, accurate pitch and style.</p> <p>*Listening to build on Y4 objectives (see Modal Curriculum for suggestions).</p> <p>*Improvise freely over a drone, developing sense of character & shape. Use tuned percussion & melodic instruments.</p> <p>*Improvise over a simple groove, thinking about melodic shape and response to pulse. Use Italian terms for dynamics : p, mp, mf, f</p> <p>*Compose melodies using pairs of phrases in C major or A minor. Add simple rhythmic / chordal accompaniment.</p> <p>*In pairs, compose a short ternary piece.</p> <p>*Use chords to evoke atmosphere.</p> <p>*Capture ideas as Y4 : tech; graphic symbols; staff notation; rhythmic notation & time signatures.</p>
6	<p>First Access Brass – Tony Jones : Brass technique; musical form, structure & style; traditional staff notation; performance elements; composition.</p>	<p>(KG Spring1) <u>KS2 – Singing / listening / composing including improvisation.</u></p> <p>*Sing songs that include syncopation.</p> <p>*Sing as part of a choir, with accurate rhythm & pitch, and a sense of phrasing, style and occasion.</p> <p>*Sing 3 or 4 part rounds or partner songs.</p> <p>*Position singers randomly within a group (ie not with their part), to develop listening skills.</p> <p>*Perform a range of songs as a choir and in a range of performance situations.</p> <p>*Build on listening objectives for Y5; identify pieces from repertoire by memory. (See Modal Curriculum for suggestions.)</p> <p>*Create music with multiple sections that include repetition & contrast.</p> <p>*Use chord changes as part of an improvised sequence.</p> <p>*Extend improvised melodies beyond 8-beats over a fixed groove.</p> <p>*Plan & compose an 8 / 16 beat melodic phrase using the pentatonic scale. Incorporate rhythmic variety. Notate the melody.</p>	<p>(KG Summ2) <u>KS2 – Singing / listening / performing.</u></p> <p>*Sing songs that include syncopation.</p> <p>*Sing as part of a choir, with accurate rhythm & pitch, and a sense of phrasing, style and occasion.</p> <p>*Sing 3 or 4 part rounds or partner songs.</p> <p>*Position singers randomly within a group (ie not with their part), to develop listening skills.</p> <p>*Perform a range of songs as a choir and in a range of performance situations.</p> <p>*Build on listening objectives for Y5; identify pieces from repertoire by memory. (See Modal Curriculum for suggestions.)</p> <p>*Play melodies, following staff notation (octave note range if possible). Consider dynamics ff, pp, mp, mf.</p> <p>*Accompany melody using block chords or bass line.</p> <p>*Engage with others during ensemble playing, taking the melody or accompaniment role.</p> <p>*Understand equivalent rests for note values studied in Y5.</p> <p>*Further develop skills to read pitch notation within an octave.</p> <p>*Read confidently from familiar rhythmic notation, in 4 parts.</p>

		<ul style="list-style-type: none">*Compose melodies made from pairs of phrases in G major or E minor.*Compose a ternary piece using available software.	<ul style="list-style-type: none">*Read and play a 4 bar phrase from notation, identifying note names and durations.
	Year 6 transition projects could bring together: reading notation; playing an instrument; composing melodies; singing in parts. For more info, see Modal Curriculum Appendix 6.		