

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) |
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| EYFS | <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 | (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. | (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 eg 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. |
| 1 | (KG Aut2) <u>KS1 - Singing / listening / musicianship – pulse/beat, rhythm, pitch :</u> *Sing simple songs – collectively at same pitch and responding to directions eg 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. | (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 egs.) | First Access Keyboards – Kari : Piano technique; musical form, structure & style; traditional staff notation; performance elements; composition including use of CMST Music EL resources / Charanga. |

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| | <ul style="list-style-type: none"> *Show response to pulse through movement & dance. *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 egs.) | | |
| 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 eg 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 egs.) : 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. | <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> |

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| | *Recognise dot notation & match to 3-note tunes played on tuned percussion. | | |
| 3 | <p>(KG Aut1) <u>KS2 – Singing / listening / performing.</u> *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. *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.</p> | <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. *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.</p> | <p><u>KS2 – Singing / listening / composing including improvisation.</u> *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. *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.</p> |
| 4 | <p>(KG Aut1) <u>KS2 – Singing / listening / performing.</u> *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.</p> | <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. *Perform with knowledge of instrumental technique. *Follow and perform from rhythmic scores, showing understanding of own part within the overall texture.</p> | <p>(KG Summ1) <u>KS2 – Singing / listening / composing including improvisation.</u> *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.</p> |

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| | <ul style="list-style-type: none"> *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). | | <ul style="list-style-type: none"> *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>*Play melodies, following staff notation (octave note range if possible). Consider dynamics.</p> | <p>(KG Spring1) <u>KS2 – Singing / listening / performing.</u></p> <ul style="list-style-type: none"> *Sing a broad range of songs (see repertoire list, Model Curriculum) – taking account of phrasing, accurate pitch and style. *Listening to build on Y4 objectives (see Modal Curriculum for suggestions). *Understand how triads are formed. *Play triads on melodic instruments / keyboards. *Perform simple chordal accompaniments *Perform a range of repertoire using mixed ensemble. *Develop the skill of playing by ear on melodic instruments, copying longer & familiar melodies. *Learn notation : semibreves, minims, crotchets, crotchet rests, paired quavers & semiquavers. *Compare 2/4, 3/4, 4/4 time signatures. *Read & perform pitch notation within an octave. | <p>(KG Summ2) <u>KS2 – Singing / listening / composing including improvisation.</u></p> <ul style="list-style-type: none"> *Sing a broad range of songs (see repertoire list, Model Curriculum) – taking account of phrasing, accurate pitch and style. *Listening to build on Y4 objectives (see Modal Curriculum for suggestions). *Improvise freely over a drone, developing sense of character & shape. Use tuned percussion & melodic instruments. *Improvise over a simple groove, thinking about melodic shape and response to pulse. Use Italian terms for dynamics : p, mp, mf, f *Compose melodies using pairs of phrases in C major or A minor. Add simple rhythmic / chordal accompaniment. *In pairs, compose a short ternary piece. *Use chords to evoke atmosphere. *Capture ideas as Y4 : tech; graphic symbols; staff notation; rhythmic notation & time signatures. |

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| | | *Read & play short rhythmic notations from sight, using various conventional notations. | |
| 6 | First Access Brass – Tony Jones : Brass technique; musical form, structure & style; traditional staff notation; performance elements; composition. | (KG Spring1) <u>KS2 – Singing / listening / composing including improvisation.</u> *Sing songs that include syncopation. *Sing as part of a choir, with accurate rhythm & pitch, and a sense of phrasing, style and occasion. *Sing 3 or 4 part rounds or partner songs. *Position singers randomly within a group (ie not with their part), to develop listening skills. *Perform a range of songs as a choir and in a range of performance situations. *Build on listening objectives for Y5; identify pieces from repertoire by memory. (See Modal Curriculum for suggestions.) *Create music with multiple sections that include repetition & contrast. *Use chord changes as part of an improvised sequence. *Extend improvised melodies beyond 8-beats over a fixed groove. *Plan & compose an 8 / 16 beat melodic phrase using the pentatonic scale. Incorporate rhythmic variety. Notate the melody. *Compose melodies made from pairs of phrases in G major or E minor. *Compose a ternary piece using available software. | (KG Summ2) <u>KS2 – Singing / listening / performing.</u> *Sing songs that include syncopation. *Sing as part of a choir, with accurate rhythm & pitch, and a sense of phrasing, style and occasion. *Sing 3 or 4 part rounds or partner songs. *Position singers randomly within a group (ie not with their part), to develop listening skills. *Perform a range of songs as a choir and in a range of performance situations. *Build on listening objectives for Y5; identify pieces from repertoire by memory. (See Modal Curriculum for suggestions.) *Play melodies, following staff notation (octave note range if possible). Consider dynamics ff, pp, mp, mf. *Accompany melody using block chords or bass line. *Engage with others during ensemble playing, taking the melody or accompaniment role. *Understand equivalent rests for note values studied in Y5. *Further develop skills to read pitch notation within an octave. *Read confidently from familiar rhythmic notation, in 4 parts. *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. | | |