

# Hanley St Luke's Church of England Academy

Whole School Music Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p>Through continuous provision, P.E. and teacher led sessions:</p> <p>Children listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>They watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Children sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>They explore and engage in music making and dance, performing solo or in groups.</p>					
<b>Year 1</b>	<p><b>My Musical Heartbeat</b> (Charanga - Model Music Curriculum-Year 1 - Unit 1)</p> <p>Investigating the pulse or beat of the music.</p>	<p><b>Dance, Sing and Play!</b> (Charanga - Model Music Curriculum-Year 1 - Unit 2)</p> <p>Long and short sounds - rhythm High and low sounds - pitch</p>	<p><b>Exploring Sounds</b> (Charanga - Model Music Curriculum-Year 1 - Unit 3)</p> <p>Exploring sounds and creating simple melodies</p>			
<b>Year 2</b>	<p><b>Digital music</b>-creating media - making music (link to ICT - Chrome Lab)</p> <p>Musical description, likes and dislikes, rhythm, matching images to sounds and musical patterns</p> <p>Musical patterns</p> <p>The Nativity</p> <p>Singing variety of songs/rhymes</p>	<p><b>'Great Fire of London'</b> London's Burning and Al Start.</p> <p>Singing, long and short sounds, clap rhythms, sounds to create an effect, musical patterns, beat, changes in dynamics/pitch and timbre.</p>	<p><b>'Glockenspiel' unit 1</b></p> <p>Singing, play an instrument with control, repeated patterns,, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.</p>			
<b>Year 3</b>	<p><b>'No place like...'</b> (BBC Ten Pieces)</p> <p>Perform with control, create repeated patterns, control sounds for effect, non-standard symbols,, use terms and evaluate music.</p>	<p><b>'Rainforest Unit'</b></p> <p>Looking at sounds within rainforest, using voices and instruments. Making own shakers to create effect.</p>	<p><b>'Glockenspiel' unit 2</b></p> <p>Singing, play an instrument with control, repeated patterns,, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.</p>			

<b>Year 4</b>	'Stop' a rap/song about bullying (Charanga year 4 unit)	<b>Whole-class ukuleles</b> Play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.	<b>Whole-class ukuleles</b> Play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.
<b>Year 5</b>	Space - Mars from the Planet Suite (BBC Ten Pieces) Play from memory and in tune, ostinato, rhythmic patterns, combine devices, use vocab to appraise music	<b>Whole-class recorders</b> Singing, maintain a part, play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.	<b>Whole-class recorders</b> Singing, maintain a part, play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.
<b>Year 6</b>	'Vivaldi's Four Seasons- Winter' (BBC Ten Pieces) Listening and reflecting, create own piece of music and performing.	'WWII' (TES unit) Swing and big band music, improvising, tuned percussion, creating own riff	<b>Leaver's Song/ Hip Hop</b> Singing/playing, ostinato, create songs/lyrics/melody, rhythmic patterns, combine devices, digital technology, time signatures, vocab to appraise music/describe.