

Dewhurst St Mary - Music overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reception</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • 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 <p>Explore:</p> <ul style="list-style-type: none"> • growing • homes • colour • toys • how I look 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song <p>Explore:</p> <ul style="list-style-type: none"> -Using your imagination - Christmas - Festivals - Fairies - Pirates - Treasure - Superheroes - Let's Pretend - Once upon a time 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • 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 <p>Explore:</p> <ul style="list-style-type: none"> • family • friends • people • music from around the world 	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey <p>Explore:</p> <ul style="list-style-type: none"> • Animals • Jungle • Minibeasts • Night and day • Sand and water • Seaside • Seasons • Weather • Sea 	<ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs <ul style="list-style-type: none"> • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place 	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

Dewhurst St Mary - Music overview

has taken place						
<p>Year 1</p> <p>Throughout each unit the children will be:</p> <ul style="list-style-type: none"> -Listening and Appraising a variety of music; - participate in warm up games; -Learning to play Instruments (glockenspiels, records e.c.t); - Improvising with a song; -Learning to sing songs; - Performing songs. 	<p>Unit: Hey You</p> <p>Style: Old School Hip Hop</p> <p>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 culture in general. Historical context of musical styles.</p>	<p>Unit: Rhythm In The Way We Walk and The Banana Rap</p> <p>Style: Reggae, Hip Hop</p> <p>Topic and cross curricular links: Action songs that link to the foundations of music</p>	<p>Unit: In The Groove</p> <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>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.</p>	<p>Unit: Round And Round</p> <p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p>Unit: Your Imagination</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 1</p> <p>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.</p>

Dewhurst St Mary - Music overview

<p>Year 2 Throughout each unit the children will be: -Listening and Appraising a variety of music; - participate in warm up games; -Learning to play Instruments (glockenspiels, records e.c.t); - Improvising with a song; -Learning to sing songs; - Performing songs.</p>	<p>Unit: Hands, Feet, Heart Style: South African styles 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.</p>	<p>Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p>Unit: I Wanna Play In A Band Style: Rock Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Unit: Zootime Style: Reggae Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Unit: Friendship Song Style: Western Classical Music and your choice from Year 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.</p>
<p>Year 3 The children will be working with music teacher, Ms Robinson, to learn the</p>	<p>-Children will learn how to sit and hold the recorder correctly with the left hand at the top and the right hand correctly placed. -To understand the mechanics of the recorder (and wind instruments in general)</p>	<p>The children begin the term by recapping the previous term's learning. -Introduce the note (G) -Play a variety of pieces using the three learnt notes, including: Hot cross buns, Mary had a little lamb and Frere Jacques.</p>	<p>The children begin the term by recapping the previous term's learning. -Children should be confidently playing the notes B, A and G in a variety of rhythms. They should understand crotchets and minims and had an introduction to semi-</p>		

Dewhurst St Mary - Music overview

<p>recorders.</p>	<ul style="list-style-type: none"> -Listen to recorder music from across the ages. -Learn how to tongue and blow on their instrument. -Learn how to play the first note (B) using a variety of rhythms; including crotches and minims. -First pieces to be introduced will be from Recorder World Book. -Continue the process through the term moving to the second note (A). -Throughout the term, use the whiteboard for notation. -Towards the end of the term, prepare for their first concert. 	<ul style="list-style-type: none"> -Begin using the I Can Read Music book. -Each child in term will have the opportunity to clap, sing and play these rhythms. -An introduction to new signing games for a variety of pitch, within a three note range. -Preparation for an end of term concert using and demonstrating all of the above. 	<ul style="list-style-type: none"> breves, crotches and rests, using a variety of different repertoire. -More 'copy back' to be used to improve their musical ear. -As the term progresses, children will be introduced to the remaining two notes (C & D) which are in higher pitch. -Introduce more complicated notation, such as, quavers, within different time signatures. -To prepare for a concert using all of the above.
<p>Year 4 The children will be working with music teacher, Ms Robinson, to learn the violins.</p>	<ul style="list-style-type: none"> -Children will be introduced to the violin and the string family of instruments. -Children will be introduced to all parts of the instrument and how to store it safely. -An introduction on how to hold the violin using the 'Pick Your Violin Up' song. -Learn the names of the four strings (G, D, A & E) using the 'Greedy Donkeys Always Eating' rhyme. -The children will then use the pizzicato technique, using Greedy Donkeys Always Eating, and then with various repertoire from the Fiddle Time Joggers book by Kathy and David Blackwell and the 	<ul style="list-style-type: none"> The children begin the term by recapping the previous term's learning. -The children will learn how to hold the bow. This is done through various games; Monkey Puzzle, Bows on shoulders and Flop, Flop, Flop. -Then first use of bows on open strings, using various notations, including crotchets, minims, semi-breves and rests. -To use a variety of different repertoire for open strings pieces. -To teach good bow position on the string and continue with correct posture for both violin and bow. 	<ul style="list-style-type: none"> The children begin the term by recapping the previous term's learning. -The children are introduced into how to reach the first finger position, using the Stop 'n' drop method. -Then the use of the method of 'trampolining' on the strings, without a bow. -First finger notes with the bow in combination with open strings to play 'sirens'. -Understanding that the first finger is higher in pitch than the open string. -To have an understanding of the bow and finger needing to be on the same string in

Dewhurst St Mary - Music overview

	<p>Abracadabra Beginner book.</p> <p>-To make sure that children understand the range in pitch on the instrument - G being the lowest note and E being the highest.</p> <p>-To prepare for an end of term concert using pizzicato pieces within a rhythm range of crotchets and minims.</p>		<p>-Concentrate on quality sound at all times.</p> <p>-To prepare for a concert using all of the above.</p>		<p>order to produce different sounds.</p> <p>-To introduce new repertoire, including 'Engine Engine' and 'Chinese New Year'.</p> <p>-To prepare for a concert using all of the above.</p>	
<p>Year 5</p> <p>Throughout each unit the children will be:</p> <p>-Listening and Appraising a variety of music;</p> <p>- participate in warm up games;</p> <p>-Learning to play Instruments (glockenspiels, records e.c.t);</p> <p>- Improvising with a song;</p> <p>-Learning to sing songs;</p> <p>- Performing songs.</p>	<p>Unit: Livin' On A Prayer</p> <p>Style: Rock</p> <p>Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.</p>	<p>Unit: Classroom Jazz 1</p> <p>Style: Jazz</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context.</p>	<p>Unit: Make You Feel My Love</p> <p>Style: Pop Ballads</p> <p>Topic and cross curricular links: Historical context for ballads.</p>	<p>Unit: Fresh Prince Of Bel Air</p> <p>Style: Hip Hop</p> <p>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.</p>	<p>Unit: Dancin' In The Street</p> <p>Style: Motown</p> <p>Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 5</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music. Consolidate the foundations of the language of music.</p>

Dewhurst St Mary - Music overview

<p>Year 6</p> <p>Throughout each unit the children will be:</p> <ul style="list-style-type: none"> -Listening and Appraising a variety of music; - participate in warm up games; -Learning to play Instruments (glockenspiels, records e.c.t); - Improvising with a song; -Learning to sing songs; - Performing songs. 	<p>Unit: I'll Be There</p> <p>Style: The Music of Michael Jackson</p> <p>Topic and cross curricular links: How Michael Jackson played a huge part in the development of Pop music and the studio. Quincy Jones.</p>	<p>Unit: Classroom Jazz 2</p> <p>Style: Jazz, Latin, Blues</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context.</p>	<p>Unit: Benjamin Britten - A New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p>	<p>Unit: Happy</p> <p>Style: Pop/Motown</p> <p>Topic and cross curricular links: What makes us happy? Video/project with musical examples.</p>	<p>Unit: You've Got A Friend</p> <p>Style: The Music of Carole King</p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 6</p> <p>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.</p>
---	--	---	---	---	--	--