

Music



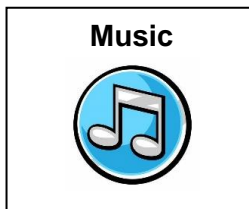
Fernwood Primary and Nursery School

Subject Implementation Overview



F2		
Autumn 1	Spring 1	Summer 1
EAD: To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. To sing well known nursery rhymes. (Music) To make different sounds using my body. (Music) To know how to hold and play simple instruments (Music) To learn and sing some Autumn songs To use instruments to accompany songs		
Autumn 2	Spring 2	Summer 2
To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. To play an instrument quickly To learn songs in preparation for a performance. To rehearse songs in preparation for a performance. To perform songs as part of the Nativity performance To learn Christmas songs To perform Christmas songs	PD (GM) To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. To move my body responding to the music. (Dance). To move my body to the music at different levels – high, middle, low (Dance). To move my body to the music at different speeds (fast, slow). (Dance)	

Y1		
Autumn 1	Spring 1	Summer 1
To sing a range of songs with some control of breathing, tuning and clarity of words. To explore/create sounds using body, voice and untuned percussion instruments.	To sing songs and chants with others keeping a steady pulse (beat). To follow the beat (pulse) and identify fast and slow beats (tempo). To follow the beat (pulse) To follow the beat (pulse) and identify fast and slow beats (tempo).	To create loud and soft sounds (dynamics) and long and short sounds (duration). To sing songs and chants with others keeping a steady pulse (beat). To sing songs and chants



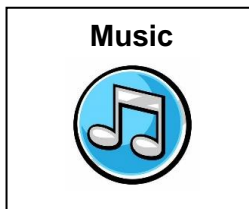
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<p>To follow hand signals to start and stop. / To listen for signals to start and stop.</p> <p>To follow hand signals and listen for signals to start and stop.</p>	<p>To explore/create sounds using body, voice and untuned percussion instruments.</p> <p>To explore/create sounds using body and voice.</p>	<p>To follow the beat (pulse) and identify fast and slow beats (tempo).</p>
Autumn 2	Spring 2	Summer 2
<p>To follow the beat (pulse) and identify fast and slow beats (tempo).</p> <p>To sing songs and chants with others keeping a steady pulse (beat).</p>	<p>To explore/create sounds using body, voice and untuned percussion instruments.</p> <p>To explore/create sounds using different sound sources and materials.</p> <p>To create loud and soft sounds (dynamics) and long and short sounds (duration).</p> <p>To sing songs and chants with others keeping a steady pulse (beat).</p> <p>To sing a range of songs</p> <p>To follow the beat (pulse) and identify fast and slow beats (tempo).</p> <p>To explore/create sounds using body, voice and untuned percussion instruments.</p> <p>To explore/create sounds using instruments.</p>	<p>To follow the beat (pulse) and identify fast and slow beats (tempo).</p> <p>To follow the beat (pulse)</p> <p>To copy back a rhythm pattern</p> <p>To sing a range of songs with some control of breathing, tuning and clarity of words.</p>

Y2		
Autumn 1	Spring 1	Summer 1
<p>To sing a range of songs controlling dynamics and tempo and to perform to an audience.</p> <p>To pick out and clap along with the pulse in music from different styles.</p>	<p>To create a sequence of different sounds using different musical elements to accompany a story</p> <p>To listen, respond to and discuss recorded music. (x2)</p>	<p>To identify higher/lower pitch from a choice of 2 notes</p> <p>To use movement to represent pitch</p> <p>To follow a graphic score</p>



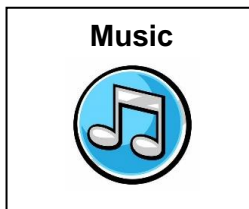
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To identify higher / lower pitch from a choice of 2 notes. To understand what pitch is and work out whether a note it high or low.	To explore sounds through playing untuned percussion exploring dynamics, tempo and pulse. (x2)	To listen, respond to and discuss recorded music.
Autumn 2	Spring 2	Summer 2
To identify higher / lower pitch from a choice of 2 notes. To sing a range of songs controlling dynamics and tempo and to perform to an audience. (x2) To follow hand signals including for pitch. (x2) To listen, respond to and discuss recorded music.	To identify when there are changes in a combination of elements – tempo, dynamic and pitch To listen, respond to and discuss recorded music. To identify higher/lower pitch from a choice of 2 notes To follow hand signals including following pitch. To begin to create my own music mind map.	To sing a range of songs controlling dynamics and tempo and to perform to an audience. (x6)

Y3		
Autumn 1	Spring 1	Summer 1
To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately. To hold a stringed instrument correctly (left hand instrument, right hand bow, pirate ship bow hold). To produce a sound on a stringed instrument. To copy back simple rhythms by ear on a stringed instrument	To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately. To copy back simple and syncopated rhythms by ear (Music Hub) To recognise and play a scale. To know the size of instruments affects pitch (music hub) To follow a conductor to start and stop (Music Hub)	To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately.



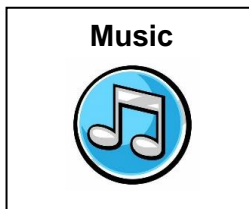
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<p>To create a song or chant over a repeated rhythm</p> <p>To sing a round in two parts</p>	<p>To improvise rhythms in time with a backing (music Hub)</p>	
Autumn 2	Spring 2	Summer 2
<p>To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately.</p> <p>To understand the different use of the bow to create dynamics (loud and quiet) (Strings).</p> <p>To play open strings and first finger (E, A, D, G, C, first finger E) (Strings).</p> <p>To perform as an ensemble confidently (Strings).</p> <p>To sing songs from different times and places, controlling pitch accurately.</p> <p>To develop aural memory by copying back short melodies and rhythms</p>	<p>To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately.</p> <p>To improvise a rhythm for a specific number of beats (Music Hub)</p> <p>To know the difference between beats and rhythm (Music Hub)</p>	<p>To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately.</p>

Y4		
Autumn 1	Spring 1	Summer 1
<p>To recognise basic rhythm notation.</p> <p>To recognise crotchets, quavers and rests.</p> <p>To compose, rehearse and perform a group piece of music using tuned percussion.</p> <p>To begin to play a glockenspiel (x2)</p>	<p>To identify visually and aurally the instruments in an orchestra.</p> <p>To visually identify the instruments in an orchestra.</p> <p>To aurally identify the instruments in an orchestra</p> <p>To understand the role of a conductor.</p>	<p>To recognise basic rhythm notation</p> <p>To use musical lines to create a soundscape using vocals</p> <p>To layer body percussion to create a soundscape</p>



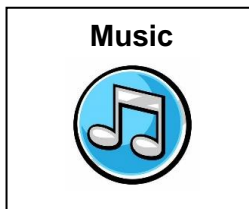
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To listen attentively to a piece of music and identify details using music vocabulary.		
Autumn 2	Spring 2	Summer 2
<p>To listen attentively to music identifying details using simple musical vocabulary to describe details. To know what a graphic score is</p> <p>To use a picture score to represent a composition. To use a graphic score to show different rhythms.</p> <p>To use a picture score to represent a composition. To represent pitch and rhythm in a graphic score.</p> <p>To sing with musical expression and awareness of posture and breathing.</p>	<p>To use instruments to record music and manipulate using ICT (e.g. GarageBand) To identify instruments using music technology To manipulate and record music using GarageBand To learn how to compose a piece of music using GarageBand To compose a piece of music using GarageBand</p>	<p>To recognise basic rhythm notation To compose, rehearse and record a group piece of music using tuned percussion To layer body percussion to create a soundscape To identify instruments and sounds used to create a piece of music To create a composition using contemporary inspiration. To Perform, refine and evaluate compositions</p>

Y5		
Autumn 1	Spring 1	Summer 1
<p>To use voices expressively and with increasing accuracy. To sing accurately.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music and to discuss its features. To listen to and discuss music.</p>	<p>To sing songs from different genres, countries and traditions (including opera). To understand the features of opera.</p> <p>To listen with concentration and understanding to a range of high quality live and recorded music. To understand musical terminology.</p>	<p>To sing songs from different genres, countries and traditions (including opera). To understand the origin of music from another culture.</p> <p>To recognise and use the features of samba music. To identify different instruments in a Samba band.</p>



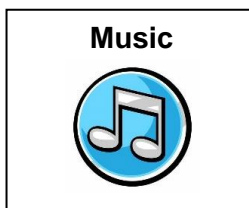
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<p>To create a visual plan of a composition using elements of musical notation. To create a visual plan of a composition</p> <p>To use an initial stimulus to compose my own piece.</p> <p>To play tuned and untuned instruments musically. To perform using voices and untuned instruments</p>	<p>To use voices with increasing accuracy, fluency, control and expression.</p>	<p>To recognise and use the features of samba music. To identify different samba rhythms</p>
Autumn 2	Spring 2	Summer 2
<p>To understand a five-line stave as a way of representing pitch.</p> <p>To understand how rhythm notation is used to create 1, 2 and 4 beats.</p> <p>To play tuned and untuned instruments musically. To play tuned instruments musically</p> <p>To recognise and use chords.</p>	<p>To use voices with increasing accuracy, fluency, control and expression. To listen with concentration and understanding to a range of high quality live and recorded music. To perform and evaluate Hansel and Gretel. (x2)</p>	<p>To recognise and use the features of samba music. To play different samba rhythms To perform as a samba band and evaluate</p>

Y6		
Autumn 1	Spring 3	Summer 5
<p>FOUR LESSONS</p> <p>Use Red Hot Recorders resource</p> <p>To play from or follow a simple notated part accurately interpreting</p> <ul style="list-style-type: none"> - Pitch and rhythm notation, including rests - Time signatures - Sharps, naturals and flats - Rests for whole bars and multiple bars 	<p>THREE LESSONS</p> <p>Music Express – Year 6 – Unit: Journeys – Lessons 1, 2 and 4</p> <p>1.To sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including</p> <ul style="list-style-type: none"> - Rhythmic accuracy, including with syncopated rhythms - Musical phrasing - A sense of shape and direction 	<p>TWO LESSONS</p> <p>Music Express – Year 6 – Unit: World Unite – Lesson 1 and Unit: Roots – Lesson 4</p> <p>1.To sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including</p> <ul style="list-style-type: none"> - Rhythmic accuracy, including with syncopated rhythms <p>To sing and move with rhythmic accuracy, demonstrating understanding of syncopation</p>



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<ul style="list-style-type: none"> - Repeat signs - Dynamics (pp, p, mp, mf, f, ff) and expression (staccato / legato / crescendo / diminuendo) <p>To learn the note B on the recorder, relating them to their position on a stave relating to duration and pitch, and to blow gently (forming tu tu)</p> <p>To play from or follow a simple notated part accurately interpreting... To learn the notes A and G on the recorder and to follow time signatures 2/4, 3/4 and 4/4.</p> <p>To play from or follow a simple notated part accurately interpreting... To learn the note C' on the recorder and to recognise symbols for note duration</p> <p>To play from or follow a simple notated part accurately interpreting... To learn the note D' on the recorder and to recognise symbols for rests</p>	<ul style="list-style-type: none"> - Accurate pitching - An appropriate style for the song <p>2. To sing three and four part rounds or partner songs</p> <p>3. To use listening skills and vocal independence to sing a separate harmony part with confidence To sing in three part harmony, accurately pitching and holding their own part (Journeys 1)</p> <p>1.To sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including</p> <p>2. To sing three and four part rounds or partner songs</p> <p>3. To use listening skills and vocal independence to sing a separate harmony part with confidence To explore expressive singing in a part song with echoes (Journeys 2)</p> <p>5. To demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, playing and singing</p> <p>6. To identify the time, place and tradition in pieces to those already heard</p> <p>1.To sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including</p> <ul style="list-style-type: none"> - A sense of shape and direction - An appropriate style for the song <p>To understand a song's origins and to learn about a song's structure (Journeys 4)</p>	<p>5. To demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, playing and singing</p> <p>6. To identify the time, place and tradition in pieces to those already heard</p> <p>7. To show awareness of some of the wide range of music, cultures and traditions seen across the local community</p> <p>8. To describe key features of music that is important to their own family or community To sing West African call and response songs (you will need to explain that this is part of a bigger unit – a musical telling an Anansi story)</p>
Autumn 2	Spring 4	Summer 6
<p>FOUR LESSONS</p> <p>Use Red Hot Recorders resource</p> <p>15. To play from or follow a simple notated part accurately interpreting... To learn the notes E and low D on the recorder and to follow symbols for dynamics and expression</p> <p>15. To play from or follow a simple notated part accurately interpreting...</p> <p>18. To play melodies by following staff notation and worked out by ear To learn the notes C and F on the recorder and to recognise repeat signs</p> <p>15. To play from or follow a simple notated part accurately interpreting...</p> <p>18. To play melodies by following staff notation</p> <p>17. To adjust performing styles, technique and expression</p> <p>11. To compose, notate and perform melodies with rhythmic variety and interest made from pairs of phrases in a key with one sharp or flat (Key of G = F#, Key of F = Bb) To learn the notes Bflat and F# on the recorder</p>	<p>TWO LESSONS</p> <p>10. To improvise in small groups to create music</p> <p>11. To compose, notate and perform melodies with rhythmic variety and interest</p> <p>12. To create a rhythmic or chordal accompaniment to enhance composed melodies</p> <p>13. To use music technology to create and record a piece with a clear structure including repetition and contrast and a variety of different textures and timbres To use an art stimulus to improvise and then compose a piece of music using (eg) garage band or audacity</p> <p>11. To compose, notate and perform melodies with rhythmic variety and interest</p> <p>13. To use music technology to create and record a piece with a clear structure including repetition and contrast and a variety of different textures and timbres</p>	<p>THREE LESSONS+ (school production)</p> <p>1.To sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including</p> <ul style="list-style-type: none"> - Rhythmic accuracy, including with syncopated rhythms - Musical phrasing - A sense of shape and direction - Accurate pitching - An appropriate style for the song <p>20. To hold their part with confidence when performing different parts</p> <p>21. To show awareness of their role in the music</p> <p>22. To blend and balance with other performers</p> <p>23. To follow visual clues from a conductor To rehearse songs for a production with attention to breathing and posture and an appropriate style for the song</p> <p>1.To sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including</p>

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<p>15. To play from or follow a simple notated part accurately interpreting</p> <p>16. To perform with confidence and increasing accuracy, fluency, control and expression and to communicate the essence of the music to an audience</p> <p>20. To hold their part with confidence when performing different parts</p> <p>21. To show awareness of their role in the music</p> <p>22. To blend and balance with other performers, controlling dynamics accordingly</p> <p>23. To follow visual clues from a conductor, responding to timing, entries and expression</p> <p>To perform a two or three part piece on the recorder, following notation and a conductor</p>	<p>14. To review the first draft of a piece , using musical language to suggest refinements for a final version</p> <p>To review a composition using musical language and to perform own composition</p>	<ul style="list-style-type: none"> - Rhythmic accuracy, including with syncopated rhythms - Musical phrasing - A sense of shape and direction - Accurate pitching - An appropriate style for the song <p>20. To hold their part with confidence when performing different parts</p> <p>21. To show awareness of their role in the music</p> <p>22. To blend and balance with other performers</p> <p>23. To follow visual clues from a conductor</p> <p>To rehearse songs for a production with attention to musical phrasing and accurate pitching</p> <p>20. To hold their part with confidence when performing different parts</p> <p>21. To show awareness of their role in the music</p> <p>22. To blend and balance with other performers</p> <p>23. To follow visual clues from a conductor</p> <p>4. To perform a range of songs as a choir in school assemblies, school performances and to a wider audience</p> <p>To perform to an audience holding their part with confidence and showing awareness of their role in the music.</p>
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