



Danegrove Primary School

Music Overview by Year Group



“One good thing about music,when it hits you,you feel no pain” Bob Marley

Music intent at Danegrove Primary School, our music curriculum intends to inspire creativity,self-expression, learning about different style of music, be more familiar with different composer/artists and their musics, enjoying singing and performing, playing instruments with knowledge of reading notes and encourages our children on their musical journeys as well as giving them opportunities to connect with other through whole school/class assemblies and be part of different festivals and concerts inside and outside the school.

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Settling down, sinning some nursery rhymes/kids song, listening to some musical stories</p> <p>Music Unit:</p> <ul style="list-style-type: none"> • Me (Charanga) <ul style="list-style-type: none"> ✓ Listening and learning to sing or sing along with nursery rhymes and action songs ✓ Share and perform the learning that has taken place ✓ Explore different percussions 		<p>Music unit:</p> <ul style="list-style-type: none"> • My Stories(Charanga) • Everyone!(Charanga) <ul style="list-style-type: none"> ✓ Listening and responding to different styles of music ✓ Listening and learning to sing alone or sing along with nursery rhymes and action songs ✓ To start keeping pulse with different actions ✓ Playing instruments with the song ✓ Clap back the rhythm ✓ Composing as a class ✓ Share their feelings about the song listened to ✓ Share and perform what they have learned 		<p>Music unit:</p> <ul style="list-style-type: none"> • Our world(Charanga) • Big Bear Funk <ul style="list-style-type: none"> ✓ Listening and responding to different styles of music ✓ Listening and learning to sing alone or sing along with nursery rhymes and action songs ✓ To start keeping pulse with different actions ✓ Playing instruments with the song ✓ Clap back rhythm lead with children ✓ Composing in a group ✓ Share their feelings about the song listened to ✓ Share and perform what they have learned 	
Year 1	<p>Composer/Artist:</p> <ul style="list-style-type: none"> ➤ Pharrell Williams ➤ Georges Bizet <p>Music Unite:</p> <ul style="list-style-type: none"> • Hey you (Charanga) • Rhythm in the way we walk & Banana Rap(Charanga) 		<p>Topic: Sea</p> <p>Compser/Artist:</p> <ul style="list-style-type: none"> ➤ Vanessa Mae ➤ Different classical composers <p>Music Unit:</p> <ul style="list-style-type: none"> • In The Groove (Charanga) 		<p>Topic: Local area</p> <p>Composer/Artist:</p> <ul style="list-style-type: none"> ➤ Beatles ➤ Florence Price <p>Music Unit:</p> <ul style="list-style-type: none"> • Your Imagination(Charanga) • Reflect, Rewind & Replay(Charanga) 	

	<ul style="list-style-type: none"> ✓ Identify different sounds ✓ Call and Response ✓ Find the pulse ✓ Clap back the rhythm ✓ Singing simple song from memory ✓ Playing percussion ✓ To learn about Pharrell Williams and his music ✓ Listening to different pieces conveying the topic of weather. ✓ To be familiar with Georges Bizet's music ✓ Create music in response to a non-musical stimulus (e.g. a storm, lightning..) ✓ To be familiar with different bands/singers. ✓ Sharing their feelings and their knowledge about the music/song listened to 	<ul style="list-style-type: none"> • Round and Round(Charanga) ✓ Listen to different classical composers who've written songs about the sea ✓ To learn about Vanessa Mae and her music ✓ To understand a wide range of different music styles ✓ Finding the pulse ✓ Clap back the rhythm ✓ Composing music related to the music unit ✓ Playing percussion/singing and responding to simple visual directions (e.g. stop, start, loud, quiet) ✓ Improvising (clapping/singing patterns and sharing with others) Create music in response to a non-musical stimulus (river, flood,) ✓ To be familiar with different bands/singers. ✓ Sharing their feelings and their knowledge about the music/song listened to 	<ul style="list-style-type: none"> ✓ Identify different sounds ✓ To learn about Beatles and their music ✓ Finding the pulse ✓ To be familiar with Florence Price's music ✓ ✓ Clap back the rhythm ✓ Playing percussion/singing follow pictures and symbols to guide singing and playing) ✓ Improvising (clapping/singing pattern and share with others) ✓ Comparing high and low sounds. ✓ To be familiar with different bands/singers. ✓ Sharing their feelings and their knowledge about the music/song listened to
<p style="text-align: center;">Year 2</p>	<p>Singing and Dancing for Infant Music Festival</p> <p>Topic: Female Heroes</p> <p>Composer/Artist:</p> <ul style="list-style-type: none"> ➤ Ethel Smyth <p>Music Unite:</p> <ul style="list-style-type: none"> • Ho Ho Ho ✓ To learn about Ethel Smyth and her music ✓ Performing(singing,acting and dancing) with different school ✓ To be able to sing a song as a round ✓ To understand that the speed of the beat can change 	<p>Topic: Weather</p> <p>Composer/Artist</p> <ul style="list-style-type: none"> ➤ Bob Marley and Beyonce ➤ Different classical composers <p>Music Unit:</p> <ul style="list-style-type: none"> • Hands,Feet,Heart(Charanga) • I Wanna Playing In A Band(Charana) ✓ Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. ✓ To learn about Bob Marley and Beyonce their music 	<p>Topic: Queens</p> <p>Composer/Artist:</p> <ul style="list-style-type: none"> ➤ Queen ➤ Mozart and Judith Weir <p>Music Unit:</p> <ul style="list-style-type: none"> • Zoo Time(charanga) • Friendship song(Charanga) <p>Percussion instruments</p> <ul style="list-style-type: none"> ✓ To create and perform their own chanted rhythm patterns with the same stick Notation.

	<ul style="list-style-type: none"> ✓ Play copycat rhythms ✓ Finding the pulse with actions ✓ To be familiar with different bands/singers. ✓ understanding of the stories, origins, traditions, history and social context of the music listen to and share with others ✓ Sharing their feeling and their knowledge about the music/song listen to 	<ul style="list-style-type: none"> ✓ Listen to different classical composers who've written musics about the weather ✓ Improvising (clapping/singing patterns and sharing with others) Create music in response to a non-musical stimulus (rain,wind,) ✓ To be familiar with orchestral music and classical music ✓ Finding the pulse ✓ To understand that the speed of the beat can change ✓ Respond independently to pitch changes heard in short melodic phrases(with actions) ✓ Play copycat rhythms, copying a leader in a group ✓ Sing songs regularly with increasing vocal control ✓ To be familiar with different bands/singers. ✓ understanding of the stories, origins, traditions, history and social context of the music listen to and share with others 	<ul style="list-style-type: none"> ✓ Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) ✓ Improvise simple question and answer phrases in a group ✓ To be familiar with Mozart's music ✓ To be familiar with Judith Weir's music ✓ Play copycat rhythms and invent rhythms for others to copy on untuned percussion. ✓ To learn about Queen and their music ✓ Preforming "We Will Rock You" by body percussion technique ✓ Sing songs regularly with a small pitch range, pitching accurately. ✓ Finding the pulse ✓ To be familiar with different bands/singers. ✓ understanding of the stories, origins, traditions, history and social context of the music listen to and share with others
Year 3	<p>Topic: Stoneage Composer/Artist:</p> <ul style="list-style-type: none"> ➤ Kongos and Tina Turner ➤ Henry Purcell <p>Music Unit:</p> <ul style="list-style-type: none"> • Let Your Spirit Fly(Charanga) • Glockenspiel Stage 1 (charanga) ✓ To learn to play the glockenspiel 	<p>Topic: Desert Composuer/Artist:</p> <ul style="list-style-type: none"> ➤ Music around the world ➤ Bach and Nkeiru Okoye <p>Music Unit:</p> <ul style="list-style-type: none"> • Three Little Birds(charanga) • The Dragon song(Charanga) ✓ Sing a wide range of unison songs with varying styles, with better control of pitch and tempo 	<p>Topic: Egypt Composer/Artist:</p> <ul style="list-style-type: none"> ➤ Yahya Khalil ➤ Shostakovich <p>Music Unit:</p> <ul style="list-style-type: none"> • Bringing Us Together(Charanga) • Reflect, Rewind & Replay ✓ To sing a wide range of songs in unison from various styles with expression and

	<ul style="list-style-type: none"> ✓ Introduce and understand the differences between crotchets, minims and semibreves ✓ Introduce the staff, time signature and clef ✓ To be familiar with Henry Purcell's music ✓ Explore and choose different movements to describe animals and create their sounds ✓ Create sequences of movements in response to sounds ✓ To learn about Kongos and their music(Alternative Rock) ✓ To learn about Tina Turner and her music(Rock 'n' Roll) ✓ To develop a deep understanding about rock music ✓ Compose a song with accompaniments on a tuned (glockenspiel) and untuned percussion related to the topic ✓ Finding the pulse ✓ understanding of the stories, origins, traditions, history and social context of the music listening to and share with others 	<ul style="list-style-type: none"> ✓ Children to listen to music from countries with desert ✓ To improve musical knowledge by listening to musics around the world ✓ To be familiar with Bach's music ✓ To be familiar with Okoye's music ✓ Finding the pulse ✓ To be familiar with different bands/singers. ✓ To understand the difference between pulse and rhythm ✓ Compose songs with accompaniments on a tuned (glockenspiel), untuned percussion and body percussion related to the topic ✓ understanding of the stories, origins, traditions, history and social context of the music listening to and share with others 	<p>learn how to perform in forte and piano.</p> <ul style="list-style-type: none"> ✓ Identify melodic phrases and play them by ear ✓ To be familiar with Shostakovich's music ✓ Become more skilled in improvising and inventing short 'on-the-spot' responses using a limited note-range. ✓ To become more skilled regarding musical terms ✓ To have good confidence about string family ✓ To learn about Yahya Khalil and his music ✓ To be familiar with different bands/singers. ✓ Compose song accompaniments on tuned(glockenspiel) and untuned percussion using known rhythms and note values ✓ To briefly learn about modern Egyptian/Arabic music ✓ understanding of the stories, origins, traditions, history and social context of the music listening to and share with others
Year 4	Year four moving to learning drumming the	whole academic year by profession from	BEAT and they are following the Curriculum
Year 5	Composer/Artist: <ul style="list-style-type: none"> ➤ ABBA ➤ Tchaikovsky Music Unit: <ul style="list-style-type: none"> • Livin' On A Prayer (charanga) • Mama Mia (charanga) 	Topic: Rainforest Composer/Artist: <ul style="list-style-type: none"> ➤ Brazilian music Samba ➤ Chiquinha Gonzaga Music Unit: <ul style="list-style-type: none"> • Glockenspiel 2 (Charanga) 	Topic: Space Composer: <ul style="list-style-type: none"> ➤ David Bowie ➤ Holst Music Unit: <ul style="list-style-type: none"> • Garage Band • Dancing In The Street(Charanga)

	<ul style="list-style-type: none"> ✓ To be familiar with Tchaikovsky 's music ✓ To play and sing ✓ Develop the skill of playing by ear ✓ To learn about ABBA and their music ✓ understanding of the stories, origins, traditions, history and social context of the music listennig to and share with others ✓ Develop their music tremes/vocabularies ✓ Deeper understanding of dynamics ✓ Singing with a wider varity of complex songs with good control ✓ understanding of the stories, origins, traditions, history and social context of the music listennig to and share with others 	<ul style="list-style-type: none"> • The Fresh Prince Of Bel Air(Charanga) ✓ Singing different type of songs ✓ To understand different moods and textures of music ✓ To be familiar with Gonzaga's music ✓ Deeper understanding of dynamics, tempo and pitch ✓ To be familiar with different bands/singers. ✓ Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. ✓ To understand the differences between 2/4, 3/4 and 4/4 time signatures. ✓ Develop the skill of playing by ear ✓ Listen to the Samba musics and develop their knowledge about samba(from year 4) ✓ understanding of the stories, origins, traditions, history and social context of the music listennig to and share with others 	<ul style="list-style-type: none"> ✓ To explore the Garageband app ✓ To be able to successfully use garageband ✓ To be familiar with Holst's music ✓ Use chords to compose music to evoke a specific atmosphere, mood or environment. ✓ Compose a piece of music related to the topic using tuned and untuned instruments and Garageband ✓ To understand different moods and textures of music ✓ To be familiar with different bands/singers. ✓ To learn about David Bowie and his music ✓ understanding of the stories, origins, traditions, history and social context of the music listennig to and share with others
Year 6	<p>Topic: Benin Empire & Slavery</p> <p>Composer/Artist:</p> <ul style="list-style-type: none"> ➤ B.B.King(Blues) ➤ Ray Charles & Nina Simone(Jazz) ➤ Beethoven <p>Music Unit:</p> <ul style="list-style-type: none"> • Happy(Charanga) • Classroom Jazz 1 <ul style="list-style-type: none"> ✓ To be familiar with different bands/singers. ✓ To learn about Beethoven and his music 	<p>Topic: Women in Music</p> <p>Comoser/Artist:</p> <ul style="list-style-type: none"> ➤ Carole King ➤ Debbie Wiseman <p>Music Unit:</p> <ul style="list-style-type: none"> • Music And Me(Charanga) • You've Got A Friend(Charanga) <ul style="list-style-type: none"> ✓ To have an introduction to women in music 	<p>Topic: War</p> <p>Compser/Artist:</p> <ul style="list-style-type: none"> ➤ John Williams <p>Music Unit:</p> <ul style="list-style-type: none"> • Stop(Charanga) • Reflect,Rewind & Replay <ul style="list-style-type: none"> ✓ To learn about John Williams and his music ✓ To be familiar with different bands/singers and singing their songs

	<ul style="list-style-type: none"> ✓ To develop knowledge and understanding of the stories, origins, traditions, history and social context of the music listened to ✓ Solid understanding of beat and rhythm ✓ To have a deep understanding of blues, jazz and country music. ✓ To learn about B.B.King, Ray Charles & Nina Simone and their Music ✓ More focus on improvisation ✓ Deep understanding of tempo, dynamics and pitch and knowing their differences ✓ Extend improvisation skills Create music with multiple sections 	<ul style="list-style-type: none"> ✓ To be familiar with different bands/singers. ✓ To learn about Carole King and her music ✓ To sing three/four-part rounds or partner songs ✓ To be familiar with Debbie Wiseman's music ✓ To be familiar with different bands/singers and singing their songs ✓ To develop knowledge and understanding of the stories, origins, traditions, history and social context of the music listened to and share with others ✓ Extend improvisation skills Create music with multiple sections ✓ To improve on playing the glockenspiel through hearing and reading notes ✓ Compose a ternary piece; use available music software/apps, tuned and untuned instruments, body percussion to create in a group and record it, discussion how musical contrasts are achieved ✓ Identify different moods and textures 	<ul style="list-style-type: none"> ✓ To sing three/four-part rounds or partner songs ✓ Use chords to compose music to evoke a specific atmosphere, mood or environment. ✓ To develop knowledge and understanding of the stories, origins, traditions, history and social context of the music listened to and share with others ✓ Compose a ternary piece; use available music software/apps, tuned and untuned instruments, body percussion to create in a group and record it, discussion how musical contrasts are achieved ✓ Extend improvisation skills Create music with multiple sections ✓ Identify different moods and textures
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