



Danegrove Primary School

Music Overview by Year Group 21/22



Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Settling down, singing some nursery rhymes/kids song, listening to some musical stories</p> <p>Music Unit: Me</p> <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 To sing in the school Xmas assembly 		<p>Music unit:</p> <ul style="list-style-type: none"> ➤ My Stories ➤ Everyone! <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 ➤ 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>Music Unite:</p> <ul style="list-style-type: none"> ➤ Hey you (Charanga) ➤ Rhythm In The Way We Walk And Banana Rap(Charanga) <ul style="list-style-type: none"> Identify different sounds Call and Response Find the pulse 		<p>Composer/Artist: Elvis Presley</p> <p>Music Unit:</p> <ul style="list-style-type: none"> ➤ In The Groove (Charanga) ➤ Round and Round(Charanga) <ul style="list-style-type: none"> To learn about Elvis Presley and his music To understand a wide range of different music styles Finding the pulse Clap back the rhythm 		<p>Topic: Seas & Oceans</p> <p>Composer/Artist: Bruno Mars</p> <p>Music Unit: Your Imagination(Charanga)</p> <ul style="list-style-type: none"> Identify different sounds To learn about Bruno Mars and his music Finding the pulse Clap back the rhythm Playing percussion/singing follow pictures and symbols to guide singing and playing) 	

	<ul style="list-style-type: none"> • Clap back the rhythm • Singing simple song from memory • Playing percussion • To learn Briefly about different composers/artists • To be familiar with different bands/singers. • To compouse based on themain piece • To clap or play percussion instrument on the notes of their composition • To copy back rhythm,clapping and words • Sharing their feelings and their knowledge about the music/song listened to • To sing in the school Xmas assembly 		<ul style="list-style-type: none"> • 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) • To be familiar with different bands/singers. • To compouse based on themain piece • To clap or play percussion instrument on the notesof their composition • To copy back rhythm,clapping and words • Sharing their feelings and their knowledge about the music/song listened to 		<ul style="list-style-type: none"> • Improvising (clapping/singing pattern and share with others) • Comparing high and low sounds. • Create music in response to a non-musical stimulus (river, flood,) • To be familiar with different bands/singers. • To copy back rhythm,clapping and words • Sharing their feelings and their knowledge about the music/song listened to 	
Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Singing and Dancing for Infant Music Festival Music Unite: Hands,Feet,Heart(Charanga) <ul style="list-style-type: none"> • 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 • Play cypcat rhythms • Finding the pulse with actions • To be familiar with different bands/singers. • To compouse based on themain piece • To clap or play percussion instrument on the notesof their composition • To copy back rhythm,clapping and words • understanding of the stories, origins, traditions of the music listennig to and share with others 		Topic: Heroes Composer/Artist: Paul McCartney Music Unit: <ul style="list-style-type: none"> ➤ I Wanna Play In A Band(Charanga) ➤ Zootime(Charana) Percussion instruments <ul style="list-style-type: none"> • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • To learn about Paul McCartney and his goals • 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) 		Topic:Barbados/Caribbean Composer/Artist: Bob Marley Music Unit: <ul style="list-style-type: none"> ➤ Three Little Birds(charanga) ➤ Friendship song(Charanga) Percussion instruments <ul style="list-style-type: none"> • To create and perform their own chanted rhythm patterns with the same stick Notation. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) • Improvise simple question and answer phrases in a group • Play cypcat rhythms and invent rhythms for others to copy on untuned percussion. • To learn about Bob Marley and his music • To copy back rhythm,clapping and words 	

	<ul style="list-style-type: none"> • Sharing their feeling and their knowledge about the music/song listen to • To sing in the school Xmas assembly 		<ul style="list-style-type: none"> • Play copycat rhythms, copying a leader in a group • To copy back rhythm, clapping and words • To compouse based on themain piece • To clap or play percussion instrument on the notesof their composition • Sing songs regularly with increasing vocal control • To be familiar with different bands/singers. • To learn about the percussion family 		<ul style="list-style-type: none"> • Sing songs regularly with a small pitch range, pitching accurately. • Finding the pulse • To be familiar with different bands/singers. • To learn about the percussion family • Understanding of the stories, origins, traditions, history and social context of the music listennig to and share with others 	
Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Music Unit: <ul style="list-style-type: none"> ➤ Let Your Spirit Fly(Charanga) ➤ The Dragon Song & Xmas Songs (Charanga) <ul style="list-style-type: none"> • To learn briefly about different composers/artists • Finding the pulse • understanding of the stories, origins, traditions, history and social context of the music listennig to and share with others • To learn about dynamic and tempo • Singing and use new technique (with better control of pitch and tempo) • Learning briefly about some instruments • To copy back rhythm,clapping and words • Finding the pluse • understanding of the stories, origins, traditions, history and social context of the music listennig to and share with others • To sing in the school Xmas assembly 		Topic: Rock music Compouser/Artist: Queen Music Unit: <ul style="list-style-type: none"> ➤ Glockenspiel Stage 1(Charanga) ➤ I Wanna Play In A Band(Charanga) Body percussion <ul style="list-style-type: none"> • Sing a wide range of unison songs with varying styles, with better control of pitch and tempo • To learn about Queen band and their music • Finding the pulse • To copy back rhythm,clapping and words • To be familiar with different bands/singers. • To understand the difference between pulse and rhythm • To learn to play the glockenspiel • Introduce and understand the differences between crotchets, minims and semibreves • Introduce the stave, time signature and clef • To learn note lenghts by clapping • To clap backnote lenghts writtenon the bar 		Topic: Egypt Composer/Artist: Yahya Khalil Music Unit: The Fresh Prince Of Bel-Air String Instruments <ul style="list-style-type: none"> • To sing a wide range of songs in unison from various styles with expression and learn how to perform in forte and piano. • Identify melodic phrases and play them by ear • 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 learn about string family • To learn about Yahya Khalil and his music • To be familiar with different bands/singers. • To copy back rhythm,clapping and words • Compose song accompaniments on tuned(glockenspil) and untuned percussion using known rhythms and note values • To briefly learn about modern Egyptian/Arabic music 	

		<ul style="list-style-type: none">• To play the glockenspiel in groups of 2,4 or as a class• Compose songs with accompaniments on a tuned (glockenspiel), untuned percussion and body percussion related to the topic• To develop a deep understanding about rock music• understanding of the stories, origins, traditions, history and social context of the music listenning to and share with others	<ul style="list-style-type: none">• understanding of the stories, origins, traditions, history and social context of the music listenning to and share with others• Sing with better control of pitch, tempo and dynamics			
Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Music Unit: <ul style="list-style-type: none">➤ Livin’ On A Prayer (charanga)➤ Glockenspiel 1(charanga) Xmas songs <ul style="list-style-type: none">• To learn briefly about different composers/artists and bands• learn briefly about some instruments• Singing with a wider varity of complex songs with good control• To learn to play the glockenspiel• Introduce and understand the differences between crotchets, minims and semibreves• Introduce the stave, time signature and clef• To learn note lenghts by clapping• To clap backnote lenghts writtenon the bar• To play the glockenspiel in groups of 2,4 or as a class• To learn about dynamics and tempo• Finding the pulse• To copy back rhythm,clapping and words• Understanding of the origins, traditions, history of the music listenning to and share with others		Topic:Sport Composer/Artist:Vanessa-Mae Music Unit: <ul style="list-style-type: none">➤ GlokenSpiel 2 (Charanga)➤ Blackbird(Charanga) Drums family <ul style="list-style-type: none">• Singing different type of songs• To understand different moods and textures of music• Deeper understanding of dynamics, tempo and pitch• To be familiar with different bands/singers.• To learn about Vanessa-Mae• To copy back rhythm,clapping and words• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.• To learn note lenghts by clapping• To clap backnote lenghts writtenon the bar• To play the glockenspiel in groups of 2,4 or as a class• To play and sing		Year four moving to learning drumming by profession from BEAT and they are following the Curriculum	

	<ul style="list-style-type: none">To sing in the school Xmas assembly		<ul style="list-style-type: none">To play with more confidence the glockenspielTo learn about drums family			
Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Music Unit:</p> <ul style="list-style-type: none">➤ Livin’ On A Prayer (charanga)➤ Glockenspiel 1(charanga) <p>Xmas songs</p> <ul style="list-style-type: none">To learn briefly about different composers/artists and bandslearn briefly about some instrumentsSinging with a wider variety of complex songs with good controlTo copy back rhythm, clapping and wordsTo learn to play the glockenspielIntroduce and understand the differences between crotchets, minims and semibrevesTo learn note lengths by clappingTo clap backnote lengths writtenon the barTo play the glockenspiel in groups of 2,4 or as a classIntroduce the stave, time signature and clefTo learn about dynamics and tempoFinding the pulseUnderstanding of the origins, traditions, history of the music listennig to and share with othersTo sing in the school Xmas assembly		<p>Composer/Artist:Benny Anderson & Bjorn Ulvaeus</p> <p>Music Unit:</p> <ul style="list-style-type: none">➤ GlokenSpiel 2 (Charanga)➤ Mama Mia(Charanga) <p>Woodwind Instrument</p> <ul style="list-style-type: none">Singing different type of songsTo understand different moods and textures of musicDeeper understanding of dynamics, tempo and pitchTo be familiar with different bands/singers.To copy back rhythm,clapping and wordsTo learn about Benny Anderon &Bjorn Ulvaeus and their musicFurther understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.To learn note lengths by clappingTo clap backnote lengths writtenon the barTo play the glockenspiel in groups of 2,4 or as a classTo play and singTo play with more confidence the glockenspielTo learn about the woodwind family		<p>Topic: South America</p> <p>Composer/Artist: Beth Carvalho</p> <p>Music Unit:</p> <ul style="list-style-type: none">➤ Garage Band➤ The Fresh Prince Of Bel-Air (charanga) <p>Woodwind Instrument</p> <ul style="list-style-type: none">To explore the Garageband appTo be able to successfully use garagebandDevelop the skill of playing by eaTo learn about Beth Carvalho and her musicTo be familiar with different bands/singers.Understanding of the stories, origins, traditions, history and social context of the music listennig to and share with othersTo copy back rhythm,clapping and wordsTo learn about the woodwind familySinging with a wider variety of complex songs with good controlTo understand the differences between 2/4, 3/4 and 4/4 time signatures	

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Music Unit: <ul style="list-style-type: none"> ➤ Happy(charanga) ➤ Glockenspiel 1(charanga) Xmas songs <ul style="list-style-type: none"> • To learn briefly about different composers/artists and bands • learn briefly about some instruments • Singing with a wider variety of complex songs with good control • To learn to play the glockenspiel • Introduce and understand the differences between crotchets, minims and semibreves • Introduce the stave, time signature and clef • To learn note lengths by clapping • To clap backnote lengths written on the bar • To play the glockenspiel in groups of 2,4 or as a class • To learn about dynamics and tempo • Finding the pulse • To copy back rhythm,clapping and words • Understanding of the origins, traditions, history of the music listening to and share with others • To sing in the school Xmas assembly 		Topic: Women in Music Composer/Artist: Adele Music Unit: <ul style="list-style-type: none"> ➤ Music And Me(Charanga) ➤ Glockenspiel 2(Charanga) <ul style="list-style-type: none"> • To have an introduction to women in music • To be familiar with different bands/singers. • To learn about Adele and her music • To be familiar with different bands/singers and singing their songs • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • To learn note lengths by clapping • To clap backnote lengths written on the bar • To play the glockenspiel in groups of 2,4 or as a class • To play and sing • To copy back rhythm,clapping and words • To play with more confidence the glockenspiel • To develop knowledge and understanding of the stories, origins, traditions, history and social context of the music listening to and share with others 		songs Topic: American Composer/Artist: <ul style="list-style-type: none"> ➤ Duke Ellington (Jazz) ➤ Shania Twain (country Music) Music Unit: You've Got A Friend(Charanga) Brass Instrument <ul style="list-style-type: none"> • To have a deep understanding of blues, jazz and country music. • To be familiar with different bands/singers. • To learn about Duke Ellington and Shania Twain and their music • To be familiar with different bands/singers and singing their songs • To understand the differences between 2/4, 3/4 and 4/4 time signatures • To develop knowledge and understanding of the stories, origins, traditions, history and social context of the music listening to and share with others • To copy back rhythm,clapping and words • To learn about the Brass family • Extend improvisation skills Create music with multiple sections • Compose a ternary piece; use available music software/apps, tuned and untuned instruments, body percussion to create in a group and record it, discuss how musical contrasts are achieved • Identify different moods and textures 	