Music Overview

Intent: Music is an integral part of life at St Mary's. In our music lessons we aim to foster pupil's **sensitivity** to and **enjoyment** of music through a **variety** of individual, group and whole class activities. Music allows children to develop their **creativity** whilst being a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to **create, play, perform and enjoy music**, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the **quality** of music. Music is a unique way of **communicating** that can inspire and motivate children. It is a vehicle for **personal expression,** and it can play an important part in the personal development of people. Music reflects the **culture** and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. We use the scheme 'Get set for Music' to teach the knowledge and relevant skills our children need.

	Autumn	Spring	Summer
Reception	**Nativity** Sing a large repertoire of songs. Learn rhymes, poems and songs. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	**Space** This unit focuses on pitch, reading and notating melodies using the notes Mi, So and La. Children are given opportunities to listen to a range of listening pieces identifying and anticipating changes in the music and responding with words and actions. Children also have opportunities to compose short pieces of music around the theme using instruments and voices.	**Minibeasts** In this unit we explore a range of activities covering performing, composing, listening and singing. Children have the opportunity to listen to a famous pieces of music inspired by minibeasts and respond with movement and mark making as well as recognising similarities between the music and expressing their preferences. Children explore pulse and rhythm, matching words to rhythms. The unit culminates with children creating a piece of music based on the life cycle of a butterfly, using changes of dynamics and tempo and selection of instruments to create this.

Year A Music in Class 2: Year 1 & 2			
	Autumn	Spring	Summer
Year 1 & 2	**Nativity** Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.	**Great Fire of London (previous History Unit)** Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.	**Dinosaurs** In this unit, pupils will learn about the interrelated dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs. Using performance, listening and composition tasks, pupils will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own Dinosaur music.

Year A Music in Class 3: Year 3 & 4			
	Autumn	Spring	Summer
Year 3 & 4	**Stone Age** Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group.	**Musical instrument: Glockenspiel** Playing skills: Learn how to strike the glockenspiel correctly to produce notes, following rhythms, and staying in time as a group. Learning notes: Students will focus on learning and playing specific notes, such as E, D, and F, both individually and together. Musicality: Develop listening skills through call-and-response exercises and gain confidence through both group and solo performances. Composition: Learn to create their own music by constructing compositions. Musical notation: Begin to understand musical notation, potentially using a "sound-before-symbol" approach, and learn to interpret graphic notations.	**Greek Myths** Using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli, this unit embeds pulse and rhythmic skills through performance, improvisation and composition activities. Pupils will be given the opportunity to perform and improvise music using their voices, bodies, tuned performance. and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the story. Pupils will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.

Year A Music in Class 4: Year 5 & 6			
	Autumn	Spring	Summer
Year 5 & 6	**Africa** In this unit pupils will compose and perform rhythmic pieces of music using given musical conventions found in traditional African music. They will explore call and answer, ostinato, polyrhythms and the use of mnemonics, through games, song and whole class ensemble performance. Pupils are given the opportunity to listen and appraise their own music as well as the music of their peers.	**Rock and Roll** In this unit pupils explore the genre of rock and roll music through singing, instrumental playing, composition and improvisation, and listening and appraising. Pupils learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar. Pupils consolidate their learning on rhythm and pitch notation.	**WW2** This unit provides opportunities for pupils to listen to and appraise music that was performed during World War 2. Pupils recap and expand upon features such as expression, dynamics and phrasing when singing. Pupils perform as class and learn how to communicate effectively to perform in smaller group ensembles. Pupils have the opportunity to write their own song lyrics, learning about structuring a satisfying and memorable melody, and learn how to accompany that melody. Throughout the unit pupils will listen to and appraise their own and other's performances.