

CURRICULUM OVERVIEW FOR MUSIC

	Year Three/Four	Year Four/Five	Year Five/Six
Autumn Term	<p>Sing the Hello tune with handsigns and solfa, reading from a solfa pitch picture. Read the hello from stick notation.</p> <p>Read and recognise songs by reading from handsigns with singing and thinking voices.</p> <p>Revise songs from rhythm pictures and notation, including the ta rest.</p> <p>Read songs and rhymes from stick notation.</p> <p>Create songs with stick notation.</p> <p>Write stick notation for the hello, songs and rhymes.</p> <p>Learn new songs Round and Round, Bobby Shafto, Sailor, Sailor, The Wolf Song</p> <p>Learn songs from stick notation and learn the ta rest.</p> <p>Play Rhythm Echo Game with This is How the Drummer Boy, incorporating recently learned rhythm patterns.</p> <p>Listen to songs.</p> <p>Sing the Goodbye with handsigns.</p> <p>Play the games with children being the leaders.</p> <p>Revise the rhythm names for songs learnt.</p> <p>Memorise the rhythm of songs by reading from rhythm card.</p> <p>Perform the rhythm with body percussion.</p> <p>Improvise rhythm patterns with a partner.</p> <p>Perform song in two groups with one singing rhythm names and one singing solfa.</p> <p>Learn about repeat marks.</p> <p>Recognise songs and rhymes from clapping the rhythm.</p> <p>Learn the Rhythm Snake game.</p> <p>Identify differences in stick notation between songs and rhymes.</p> <p>Change notation to make different songs.</p>	<p>Singing the hello tunes learnt previously.</p> <p>Learn new hello tunes that reinforce new pitches introduced.</p> <p>Improvise melodic patterns using so, la and m.</p> <p>Read solfa and rhythm notation from the board to learn new songs.</p> <p>Sing from handsigns to recognise known songs.</p> <p>Learn the recorder, starting with a, c, then d, then b and g.</p> <p>Learning three note Christmas carols on the recorder.</p> <p>Some children will be able to play the tune for Christmas songs.</p> <p>Revisit songs learnt previously. Learning to play them on the recorder.</p> <p>Reinforcing the ta rest (crotchet rest).</p> <p>Introducing new rhythms, ta-a (minim)</p> <p>New songs: Here I Come, Categories, Wind up the Apple Tree, Obwissana, Dipidu and Rocky Mountain.</p> <p>Play games for songs.</p> <p>Learn to read from the stave, learning bar lines and time signatures.</p> <p>Learning the intervals in pitch in relation to the stave.</p> <p>.</p> <p>Introduce new pitches, re and do.</p> <p>Learn the pentatonic scale.</p>	<p>Revisit and reinforce songs and games learnt previously.</p> <p>Play some previous learnt songs on the recorder.</p> <p>Learn new songs: Land of the Silver Birch, My Paddle's keen and Bright and Janey</p> <p>Singing the a on the tuning fork before it is played on the board.</p> <p>Consolidate the pentatonic scale .</p> <p>Learning the melody of Christmas carols on the recorder.</p> <p>Play rhythm, pitch and flashcard games to improve musicianship.</p> <p>Introduce the la pentatonic.</p> <p>Revisit ostinato.</p> <p>Introduce syncopation.</p> <p>Sing songs in canon.</p> <p>Sing partner songs.</p> <p>Introduce tied and dotted notes.</p> <p>Compose short pieces of music using pitches and rhythms learnt so far</p>

<p>Spring Term</p>	<p>Sing Hello, using different tunes. Learn new hello tunes. Compare the stick notation for the hellos. Play 'guess the tune' with the hellos Revise songs, games and rhymes learnt so far. Learn the new songs: Chickamy, Chickamy; Bow, Wow, Wow; The Ferryman, Witch, Witch and See My Clock Revise the cat and fish tunes; identify up to six tunes hummed in a row. Perform songs learnt previously in the thinking voice while clapping the pulse Perform songs and rhymes as relay, one phrase at a time Perform songs and rhymes at different tempi, led by the teacher, then volunteers. Discuss effects of different tempi. Children lead games. Create rhythm pictures for songs. Learn new games. Compare the rhythms of Hot Cross Buns and Row, Boys, Row; perform Row, Boys, Row; perform Row at different tempi, led by teacher, then volunteers. Revise the rhythm names for songs and rhymes learnt so far. Identify length of phrases and play a phrase game. Recognise known songs from their tapped rhythm. Learn to perform Row, Boys, Row in canon.</p>	<p>Revisit previous terms work; revising songs learnt, hello's learnt, reading from the stave, intervals in pitch. Introduce new notes on the recorder, e, f and d. Play la so mi tunes on melodic percussions instruments Reinforce the pentatonic scale. Learn new songs Hi Lo Chickalo, John Kanaka, Have you ever, ever, ever, I've Been to Harlem, Liza Jane, Skip One Window and Hill 'n; Gully. Learn the Italian terms for dynamics, tempo. Discuss effects of dynamics and tempo on pieces. Play games for the songs. Use these songs to consolidate and reinforce work on pulse, rhythm, pitch and phrasing. Sight sing from the stave. Sing in canon, partner songs. Perform songs with rhythmic and melodic ostinato. Improvise melodic patterns using so, la and m. Read solfa and rhythm notation from the board to learn new songs. Sing from handsigns to recognise known songs. Compose pieces/songs using skills learnt so far. Listen to music.</p>	<p>Revise songs and games learnt so far. Reinforce the la pentatonic. Revisit the do pentatonic. Singing the a on the tuning fork before it is played on the board. Learn new songs: I Got a Letter, I am John Cheston, Step Back Baby, No-one's in the house with Dinah and Grandma Grunts. Learn games for the new songs. Read handsigns from the do pentatonic and la pentatonic. Sing from handsigns. Read rhythm notation and solfa to learn new songs. Learn new rhythms: ti ri ti ri, ti ri ti, ti ti ri (semiquavers, quavers grouped with semiquaver) Reinforce rhythms by using body percussion. Improvise rhythm patterns during games. Learn the concept of half beat rhythms and the anacrusis (the upbeat). Compose music using new rhythms learnt and the d pentatonic. Arrange and orchestrate known songs using tuned and untuned percussion instruments, composing new sections in the style of programme music.</p>
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<p>Summer Term</p>	<p>Sing the Hello with the tunes learnt. Children identify the solfa in the hellos. They sing the hello in solfa with handsigns.</p> <p>Revise songs and games learnt previously.</p> <p>Improvise answers to musical questions.</p> <p>Identify where certain notes go in songs.</p> <p>Play games for songs learnt previously.</p> <p>Listen to and learn new songs: Draw a Bucket of Water, Hickety Ticky, Oranges and Lemons, London Bridge is Falling Down.</p> <p>Learn the games for the new songs.</p> <p>Identify certain melodic phrases in songs.</p> <p>Revise stick notation and repeat marks used in songs and rhymes learnt previously.</p> <p>Write rhythm sticks and notation for songs learnt previously.</p> <p>Show pitches of songs using body movement.</p> <p>Recognise songs from their written notation.</p> <p>Change the stick notation of songs to make different songs.</p> <p>Perform songs with a rhythmic ostinato.</p> <p>Identify different phrases.</p> <p>Perform the pulse of a song to reflect the character of the song.</p> <p>Sing songs in canon.</p> <p>Whole class violin/viola and cello lessons.</p> <p>Ten lessons, where the children learn:</p> <ul style="list-style-type: none"> • how to hold the instrument. • to name parts of the instrument. • the name the strings. • how to hold the bow. • simple open string tunes. • play different parts. 	<p>Revise songs and games learnt previously.</p> <p>Learning new Hello's that reinforce new intervals in pitch.</p> <p>Listen to and learn new songs; Button you must wander, Great Big House in New Orleans, Pass the Sticks, Once a Man Fell in A Well.</p> <p>Learn the do Pentatonic scale.</p> <p>Read music in solfa and on the stave.</p> <p>Learn new pitch high do.</p> <p>Introducing the octave.</p> <p>Improvising questions and answers using rhythm and melody.</p> <p>Compose pieces with question and answer, in two parts.</p> <p>Arrange and orchestrate known songs using tuned and untuned percussion instruments, composing new sections in the style of programme music.</p> <p>Professional drumming group to come in to work with the children. Alternate between djembe, taiko and samba.</p>	<p>Revise songs and games learnt previously.</p> <p>Learn new songs: Auld Lang Syne, Little Swallow, I can take my tea without sugar, Lord I want two wings, Shangai Chicken, Over the Garden Wall and Down the River.</p> <p>Learn new rhythm tim ri (dotted quaver followed by a semiquaver) and ti rem (semi-quaver followed by a dotted quaver).</p> <p>Introduce changing time signatures.</p> <p>Introduce singing in varied rhythms.</p> <p>Learn the re, mi and so pentatonic scale.</p> <p>Read recorder pieces from the traditional stave.</p> <p>Play rhythm, pitch and flashcard games to improve musicianship.</p> <p>Compose pieces of music/ songs using the skills learnt so far.</p> <p>Arrange and orchestrate known songs using tuned and untuned percussion instruments, composing new sections in the style of programme music.</p> <p>Professional drumming group to come in to work with the children. Alternate between djembe, taiko and samba.</p>
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