

Year	Autumn 2021	Spring 2022	Summer 2022
Reception	Singing New EYFS Framework for September 2021 states ‘Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music’ Singing songs and rhymes with increasingly developed actions based around the theme of ‘ All About Me’ to help pupils to settle to their new school environment. As the term develops after half term introduce Christmas songs such as Hey Ewe	Singing add simple percussion instruments The theme for the singing this term will be – ‘Well known Fairy Stories’ such as The Three Little Pigs, Little Red Riding Hood, Chicken Licken and Jack and the Beanstalk.	Singing add simple percussion instruments The theme for the singing this term will be – Animals. A wide variety of songs with actions building to a performing it to other classes in school later in the term. Possible link to Carnival of the Animals- Saint Saens
Squirrels Class Y1,2,3 Year A	Singing As many of these pupils will have missed a large amount of the musical aspects of the Foundation Stage Curriculum last year, it will be important to focus on ‘singing a wide range of well-known songs’. Use the book- The Bear and the Piano as the stimulus for this term’s work. Read the book- talk about the story and how it made pupils feel. Listening to a wide variety of piano music- watch famous pianists- play the piano- explain how it works- look inside. How is the sound made? What is vibrating- links to science curriculum. (Song - Make that sound) Pupils are given three notes each to develop simple drone. Using this and simple percussion accompaniment they create a musical accompaniment to the story. The story is subsequently performed to another class. How can you help your child at home? Listen to different types of piano music.	Musicianship and Performing- Glockenspiel The children be introduced to the glockenspiel. Beginning with simple repeated pattern on three, four and five notes to build confidence and knowledge in the use of the instrument. Start to recognise ‘dot notation’. Autumn 2 Continue to develop the pupils’ skills on the glockenspiel by introducing some simple songs such as Hot Cross Buns, Merrily etc. Ensure all pupils are given the chance to perform before the end of term. How can you help at home? Use any instruments you may have at home (keyboard, glockenspiel, xylophone) to develop pitch and rhythm Listening, Composition and Performing Pupils will listen to and watch a performance of ‘Mars for The Planets Suite by Gustav Holst. (see BBC Ten Pieces) Introduce a number of unpitched percussion instruments- discuss the sound and how they are played. Use simple call and response exercises to create familiarity Introduce the idea of a drone rhythm similar to the one used in ‘Mars’. Over a number of weeks develop the pupils own compositions based on other planets. Jupiter- Jollity, Neptune- Mystery, Saturn- Old Age, Venus- Peace. Introduce simple graphic notation and how it can represent their created sounds. Explore and invent own symbols. Finally perform compositions to another class. How can you help at home? Listen to the piece The Planets and discuss the different moods	Composition and Performing Link to current initiatives to save the ‘bee population’ by learning the songs in The Bee Musical’ in preparation for a school assembly performance. The focus will be on developing pupils’ rhythm and pitch with a limited range.

Squirrels Class Y1,2,3 Year B	Instrumental and Musicianship- Recorder Develop facility in playing tuned percussion or a melodic instrument Introduce the recorder- the playing positions basic technique for playing the Instruments. Use Rainbow Recorder Scheme and simple dot notation to develop technique . Final assessment and performance at the end of the term before introducing simple Christmas songs. How can you help your child at home? Encourage your child to practise at hoke and listen to the performances whenever possible.	Composition and Performance Using the piece ‘Night Ferry’ by Anna Clyne the children will start to develop their own composition about a sea journey. They will work with a partner to <i>improvise</i> simple <i>question and answer</i> phrases, to be sung and played on <i>untuned percussion</i>, creating a musical conversation. Pupils will use <i>graphic symbols</i>, <i>dot notation</i> and <i>stick notation</i>, as appropriate, to keep a record of composed pieces. (BBC Ten Pieces used as a key resource) How can you help at home? Encourage your child to write out simple rhythms and record them.	Singing As stated in the NC pupils need to ‘use their voices expressively and creatively by singing songs and speaking chants and rhymes.’ During this term the children will be singing a wide variety of songs to develop their skills in pitch, rhythm, posture and breathing , eventually working towards the ‘Pirates Musical’. The tem will be completed with a performance of the show. How can you help at home? Encourage the children to sings and perform the songs to a family audience.
Squirrels Class Y1,2,3 Year C	Instrumental and Musicianship- Recorder Develop facility in playing tuned percussion or a melodic instrument Further develop the recorder- the playing positions basic technique for playing the recorder. Instruments. Use Rainbow Recorder Scheme and simple dot notation to develop technique . Final assessment and performance at the end of the term before introducing more complex Christmas songs. How can you help your child at home? Encourage your child to practise at hoke and listen to the performances whenever possible.	Composition- simple song writing patterns Use I Got You (I feel good) James Brown as the basis for this unit. It is in effect a call and response by the singer and the brass. Try out a number of songs that have this call and response idea. Subsequently pupils will be given a simple hook and asked to create their own ‘call’. Once they have completed this they will create their response to a ‘call’. Finally they should create their own complete song. It will be performed to another calls or recorded. How can you help your child at home? Listen to the piece by James Brown and look out for music in a similar style	Listening and Composition Listen to Jai Ho- from Slumdog Millionaire. Move to the music- feel the rhythm. It is another call and response style song. The words mean ‘Victory’ it is song of celebration. Listen another of the MMC pieces for Y3 ‘Hallelujah Chorus’ another song of celebration. Pupils to create their own ‘Song of Celebration’- what would it celebrate? Pupils now to use pitched and unpitched percussion – to be recorded using dot notation where required. A sporting team, a family celebration? Songs to be performed at the end of term. How can you help at home? Listen to and help pupils to practise ‘Celebration Songs’ where possible.
Kingfisher Class Y4,5,6 Year A	Performing and Musicianship- Singing Links with History and Geography topics through singing – World War 2 Victorians Aim to support pupils’ ability to pitch the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>). Sing rounds and <i>partner songs</i> in different <i>time signatures</i> (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Towards the end of term link to Christmas Songs. How can you help at home? Singing and performing the songs at home	Listening and Composition Start with the Beethoven 5th Challenge to establish the use of rhythm and repetition in composition. Listen to the piece consider how the four note rhythm is used. Pupils compose a rhythm pattern based around a given four note pattern. Pupils will subsequently move on to consider Indie style compositions in preparation for writing their own song. How can you help at home? Encourage your child to perform their own composition.	Musicianship and Performing- Glockenspiel Children moving quite quickly through the basics of the instrument to start to perform simple tunes on the instrument. Use the tutor book- 8 Note Tunes for glockenspiel How can you help at home? Where possible encourage pupils to practise their pieces in preparation for their Assessments
Kingfisher Class Y4,5,6 Year B	Performing- singing- links to composition Pupils to sing songs linked their history theme link of The Vikings Pupils to compose a rhythm for the boat- rowing Next step will be to compose a five note theme as a rowing chant for the ship. They will use the Vaughn William English Folk Song Suite as inspiration. There will be a performance of the Viking Assembly As they work towards Christmas they will hear some of the Ceremony of Carols via input from a professional choir How can you help at home?	Performing, Listening, Composition – African Drumming Teach the rhythm basics for the African Drums. Use the two pieces from MMC to support teaching and develop musical appreciation. Coleridge Taylor- Symphonic Variations on an African Air Jin-Go-La-Ba (Drums of Passion)- Nigerian Once pupils have grasp basic skills they move on to improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. How can you help at home?	Singing Round and Round Develop pupils understanding of part singing through the development of rounds. Start with simple London’s Burning, Row , Row , Row Your Boat. Move through two, three and four part rounds such as the following from Sing Up - Smile - Baiao de Ninar - Butterfly - Soualle - Frere Jacques - A Tudor who tooted the flute!

	Listen to the children’s compositions and performances. How can you help at home? Encourage your child to perform their songs and compositions	Encourage your child to listen to these two pieces at home.	How can you help at home? Encourage your child to perform the songs on the own.
Kingfisher Class Y4,5,6 Year C	Singing in Parts Sing a broad range of songs, including those that involve <i>syncopated</i> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing <i>three- and four-part rounds</i> and develop simple part singing. This will encourage listening skills and a balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience . Some examples Walking in the Light Power in me Try Everything Happy Sing Hard Road to Travel	Listening, Performance and Composition Listen to the 1812 Overture what is it about, what is the history behind it. Consider the unusual instrumentation , understand the place of the French National Anthem in the piece La Marseille Use glockenspiels and recorders to play some of the national anthems Listen to many other National Anthems- try singing some. Is the language a problem? What do they mean? Why does the Spanish national anthem have no words? Compose a school anthem of your own How can you help at home? Encourage your child to perform their own composition.	Song Writing and Performing Listen to and study at classic song writers- Paul Simon, Bert Bacharach, Taylor Swift, Bob Marley Lennon and McCartney, the Gallaghers Summer 2 To create their own song about time at Primary School and perform it at the end of term. How can you help at home? Encourage your child to perform their own composition to family and friends