



Ilam C of E (VA) Primary School

“Learning, achieving and thriving as a school family through God’s love.”

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” *(Jeremiah 29 v11)*

3 Year Rolling Music Overview – Squirrel Class (Year 1, 2, 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Singing		Musicianship and Performing - Glockenspiel		Composition and Performing	
	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)		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		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.	

	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.	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.	
Year B	Instrumental and Musicianship - Recorder	Composition and Performance	Singing
	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?	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 improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	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 term will be completed with a performance of the show.

	Encourage your child to practise at home and listen to the performances whenever possible.	Pupils will <i>use graphic symbols, 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.	How can you help at home? Encourage the children to sing and perform the songs to a family audience.
Year C	Instrumental and Musicianship - Recorder	Composition – Simple Song and Writing Patterns	Listening and Composition
	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 home and listen to the performances whenever possible.	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 call 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.	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.

Spirituality:

- **Allowing pupils to show delight and curiosity by creating their own sounds**
- ***Make links with learning in other curriculum areas with music played in background***
- ***Consider how music makes us feel. Think about how it can 'move us'***

- *Explore how music can convey human emotions e.g. sadness, joy, anger*
- *Explore how an orchestra/ choir/ band works together – think about what would happen if musicians in a group didn't co-operate*
- *Appreciate how music is used in different ways and settings such as: worship, relaxation, pleasure*