

CHERRY TREE CURRICULUM OVERVIEW



Music

	AUTUMN 1 Who am I?	AUTUMN 2 Music through history	SPRING 1 Music through science -	SPRING 2 How do we express ourselves?	SUMMER 1 Music through Geography	SUMMER 2 THE ENVIROMENT
EYFS N	<p>Singing: Range of different nursery rhymes</p> <p>Hello / Goodbye song daily Please & Thank you song daily</p> <p>Listening: Nursery rhymes and songs played during CIL</p> <p>Clean up song</p> <p>5 ADAY – dancing to different styles of music</p>	<p>Singing: Hello / Goodbye song daily Please & Thank you song daily</p> <p>Songs for the Christmas Nativity</p> <p>Listening: Songs for the Christmas Nativity</p> <p>5 ADAY – dancing to different styles of music</p>	<p>Singing: Range of different nursery rhymes</p> <p>Hello / Goodbye song daily Please & Thank you song daily</p> <p>Song Focus: https://www.youtube.com/watch?v=1mi0dN5a_r8 Spring Chicken Song</p> <p>Listening: Nursery rhymes and songs played during CIL</p> <p>Clean up song</p> <p>5 ADAY – dancing to different styles of music</p>	<p>Singing: Range of different nursery rhymes</p> <p>Hello / Goodbye song daily Please & Thank you song daily</p> <p>Song Focus:</p> <p>Listening: Nursery rhymes and songs played during CIL</p> <p>Clean up song</p> <p>5 ADAY – dancing to different styles of music</p>	<p>Singing: Range of different nursery rhymes</p> <p>Hello / Goodbye song daily Please & Thank you song daily</p> <p>Song Focus:</p> <p>Listening: Nursery rhymes and songs played during CIL</p> <p>Clean up song</p> <p>5 ADAY – dancing to different styles of music</p>	<p>Singing: Range of different nursery rhymes</p> <p>Hello / Goodbye song daily Please & Thank you song daily</p> <p>Song Focus:</p> <p>Listening: Nursery rhymes and songs played during CIL</p> <p>Clean up song</p> <p>5 ADAY – dancing to different styles of music</p>
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Year 1	<p>Singing: Who's in your house?</p> <p>Listening: Cinderella – In my own little corner by Richard Rogers</p> <p><i>"What are the words of the song about?"</i></p>	<p>Singing: The King is in the Castle</p> <p>Listening: The British Grenadiers March by Sir George Frideric Handel</p> <p><i>"What makes music good to march to?" Consider the instruments, pulse and time signature.</i></p>	<p>Singing: Farmer Pete</p> <p>Listening: Carnival of the Animals – Hens and Roosters by Camille Saint-Saens</p> <p><i>"Can we hear the hens pecking in this piece? How has the composer done this?" Consider the instruments and short, fast, spikey notes.</i></p>	<p>Singing: Sing a rainbow</p> <p>Listening: Wonderful World, by Louis Armstrong</p> <p><i>"What are the words of the song about?" "What makes this music feel calm?"</i></p>	<p>Singing: Circle of Life</p> <p>Listening: The Lion Sleeps Tonight, Ladysmith Black Mambazo</p> <p><i>"What message is this song trying to convey?" Consider the way the composer makes the music link to Africa</i></p>	<p>Singing: The Rockpool Rock</p> <p>Listening: Camille Saint-Saens Carnival of the Animals – Aquarium</p> <p><i>"How does the composer make this music sound like fish swimming?" Consider musical elements such as pitch (high and low sounds)</i></p>
Year 2	<p>Singing: Find the Striker</p> <p>Listening: You'll never walk alone from Carousel by Richard Rogers</p> <p><i>Consider why football teams adopt songs to sing at matches</i></p>	<p>Singing: London's Burning</p> <p>Listening: Feed the Birds – Mary Poppins by The Sherman Brothers</p> <p><i>"What do the lyrics tell us about London?" "Why does the music sound sad? Consider the tempo and dynamics".</i></p>	<p>Singing: Earth and Beyond</p> <p>Listening: Mars and Jupiter from The Planets by Gustav Holst</p> <p><i>Compare the music of the two planets. Listen out for the different tempos, rhythms, melodies, instruments and dynamics</i></p>	<p>Singing: A cottage in a wood</p> <p>Listening: Beauty and the Beast from Mother Goose by Maurice Ravel</p> <p><i>"Can you hear the Beast? Can you hear Beauty?" Explore how characters are represented in music.</i></p>	<p>Singing: The Geography Song</p> <p>Listening: Sahela Re by Kishori Amonkar</p> <p><i>Consider the instruments use and the drone accompaniment</i></p>	<p>Singing: The Tree in the Wood</p> <p>Listening: Tales of Vienna Woods by Johann Strauss II</p> <p><i>Listen out for the different instruments used to represent the birds of the forest</i></p>
Year 3	<p>Singing: Wizard Singers</p> <p>Listening: Hedwig's Theme from Harry Potter by John Williams</p> <p><i>"What makes this piece sound magical?"</i></p> <p><i>Consider the use of metallic sounds and the pace of the music</i></p> <p>Composing: Create a short 'magical' sounding piece using handheld percussion and</p>	<p>Singing: Moving the Stones</p> <p>Listening: Carnival of the Animals – Fossils by Camille Saint-Saens</p> <p><i>Consider why the composer has used short/spikey sounding notes for the strings to play as they accompany the melody</i></p> <p>Composing: Improvise an answering passage to a tune using 1, 2 or 3 notes</p>	<p>Singing: A Sailor went to sea, sea, sea</p> <p>Listening: Pirates of the Caribbean by Hans Zimmer</p> <p><i>Explore how the sea is represented through music Consider the tempo and change of rhythms</i></p> <p>Composing: Become more skilled in improvising using untuned percussion played in whole-</p>	<p>Singing: Tutankhamun</p> <p>Listening: Joseph and His Technicolour Dream Coat by Andrew Lloyd Webber</p> <p><i>Consider how stories are told through musical theatre</i></p> <p>Composing: Improvise an answering passage to a tune using 1, 2 or 3 notes using Song of the King from Joseph</p>	<p>Singing: Popocatepeti</p> <p>Listening: Dancing on the edge of a volcano by Alban Berg – Performed by the LSO</p> <p><i>Consider which instruments are used to represent fire and explosions</i></p> <p>Composing: Create percussion accompaniment for the above music, following a leader</p>	<p>Singing: Five Fine Bumble Bees</p> <p>Listening: Flight of the Bumble Bee by Korsakov</p> <p><i>"What makes this piece of music sound like a bumble bee?" Consider the instruments, tempo, rhythm, dynamics, pitches"</i></p> <p>Composing: Help create at least one simple melody using one, three or five different</p>

	xylophones. Play final version along with a clip from the film to create a 'studio orchestra' experience?		class/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range		Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	notes in small groups on the glockenspiel.
Year 4	<p>Singing: Just like a Roman</p> <p>Listening: Pines of Rome, Appian Way by Ottorino Respighi</p> <p>Consider the way the music depicts the steady beat of soldiers marching closer and closer to their destination</p> <p>Composing: Make musical decisions based on dynamics, pulse and tempo</p>	<p>Singing: Roman Rap</p> <p>Listening: Gladiator theme music – Now we are free by Hans Zimmer</p> <p><i>Consider the way the music portrays the end of conflict and fighting</i></p> <p>Composing: Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p>	<p>Singing: The Water Cycle Song</p> <p>Listening: The Moudau by Bedrich Smetana</p> <p>"What makes this piece sound like a river?" <i>Consider the pace, tempo and instruments featured in the music</i></p> <p>Composing: Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato)</p>	<p>Singing: My Heart will go on</p> <p>Listening: Take her to sea, Mr Murdoch by James Horner (From Titanic)</p> <p><i>"How does the composer create a sense of excitement and amazement for the new ship? How does the composer create a sense of grandeur?"</i></p> <p>Composing: Know how to use a riff in an improvisation using bells and percussion instruments to represent the sounds of the ship</p>	<p>Singing: New York, New York</p> <p>Listening: City Life by Steve Reich Part 1</p> <p><i>Consider how each of these pieces of music represent New York. Consider any lyrics used, sounds used and the images that they are trying to create</i></p> <p>Composing: Introduce major and minor chords. Use these and own 'spoken phrases to create city</p>	<p>Singing: The Conservation Rap</p> <p>Listening: Marvin Gay – Mercy Me</p> <p><i>Listen to the song and discuss the message behind lyrics.</i></p> <p>Composing: Write a class conservation song, using the Marvin Gay 'Mercy Me' melody.</p>

Year 5 + Band Time	<p>Singing: Divorced, Beheaded, Died</p> <p>Listening: Greensleeves by Anon</p> <p><i>Consider the role of music during the Tudor times. (Dancing, ceremonies, worship etc). What instruments did they have?</i></p> <p>BAND TIME WITH PAUL FISHER</p>	<p>Singing: Viking Rock</p> <p>Listening: Viking Saga Songs BBC – Lesson plan ideas.</p> <p><i>Explore the themes of the Viking Saga Songs</i></p> <p>BAND TIME WITH PAUL FISHER</p>	<p>Singing: Earth Space & all that Jazz</p> <p>Listening: Apollo 13 Main Title by James Horner</p> <p><i>Consider the use of the trumpets to set the tone of the music at the beginning. Which emotions does the music stimulate?</i></p> <p>BAND TIME WITH PAUL FISHER</p>	<p>Singing: Spirit of the North</p> <p>Listening: Chitty Chitty Bang Bang played by Cory Band</p> <p><i>Consider the role of the different brass instruments in the music</i></p> <p>BAND TIME WITH PAUL FISHER</p>	<p>Singing: Mexican Wave</p> <p>Listening: Fanfarra by Sergio Mendes</p> <p><i>Consider the elements of carnival music such as tempo and dynamics. what instruments are used?</i></p> <p>BAND TIME WITH PAUL FISHER</p>	<p>Singing: Every Inch of Planet is our home</p> <p>Listening: Rainforest music Garage Band app</p> <p><i>Explore the extremes of different pitches. Four-layer composition (like the layers of the rainforest)</i></p> <p>BAND TIME WITH PAUL FISHER</p>
	<p>Singing: Consider Yourself</p> <p>Listening: Enigma Variations - Nimrod by Edward Elgar</p> <p><i>Consider how Elgar depicted the personality of his friends in this movement of the Enigma variations</i></p> <p>Composing: Explain the keynote or home note and the structure of the melody. Create own musical phrase building to a crescendo</p>	<p>Singing: Two Queens:</p> <p>Listening: Music from around the Victorian Empire – Music of India Carnatic Music Jayanthi Kumaresh</p> <p>Composing: Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p>	<p>Singing: Feel the Light</p> <p>Listening: Morning Mood by Evard Grieg Peer Gynt</p> <p>Composing: Create melodies using up to five different notes and rhythms that work musically with the style of the Unit music.</p>	<p>Singing: It's a long way to Tipperary</p> <p>Listening: Harry James – It's been a long, long time (Used in Avengers!) Glen Miller</p> <p><i>Consider the role of music during war-time What part did it play in keeping up morale?</i></p> <p>Composing: Create own lyrics to match the style and setting of the song</p>	<p>Singing: I do like to be beside the seaside</p> <p>Listening: Wipeout by the Beach Boys</p> <p><i>Surf rock music - What makes this piece sound fun? What part does the rhythm play in this?</i></p> <p>Composing: Create melodies using up to five different notes and rhythms that work musically with the style of the Unit music. Create own rap</p>	<p>Singing: Y6 School Production</p>

