

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
Year 1	<p>Make high & low sounds (using voice) Understand when to start & stop Sing and play at the same time Sing favourite nursery rhymes or family songs</p>	<p>Recognise different sounds Recognise loud and quiet sounds Listen and dance to music making up own movements Medieval music & marching</p>	<p>Make up my own tune Remember patterns of sounds Music used for relaxation Use Xylophones</p>	<p>Make a sound effect for part of a story Choose a sound effect to match part of a game Sing You've got a friend in me from Toy Story</p>	<p>Know the sounds of some instruments Match a sound to a percussion instrument African drumming The Lion King – Circle of Life</p>	<p>Make fast & slow sounds Make long & short sounds Draw/imagine a picture when listening to music Camille Saint-Saens Carnival of the Animals – Aquarium La Mer, Claude Debussy</p>
Year 2	<p>Sing songs following the tune well Sing songs and chants from memory Perform with others, taking instructions Football songs – You'll never walk alone</p>	<p>Sing a simple part within a group (sing rounds) Imitate changes in pitch (call & response) Make two or three note repeating patterns Rounds – London's Burning & other campfire songs</p>	<p>Show control when playing instruments Feel & keep a steady beat Use changes in pitch to communicate an idea Listen to Mars & Venus from The Planets by Holst to compare Use percussion instruments to keep the beat</p>	<p>Choose sounds to achieve an effect Create short patterns of sounds Make a sequence of sounds using symbols (graphic notation) Use natural materials to compose own music about nature</p>	<p>Recognise different moods in music Recognise loud & quiet sounds Recognise low or high Respond to music by moving my body Indian music and dancing</p>	<p>Talk about likes & dislikes of music Use own symbols to represent sound Fanfare of the Woods by Charles Pont & If you go down to the woods today... Disney woodland songs</p>
Year 3	<p>Recognise some music written in the past Listen to two different styles of music and</p>	<p>Explore an instrument to make more than one sound – glockenspiel</p>	<p>Perform with control & awareness of others Sing songs from memory Sing most</p>	<p>Clap a short rhythmic phrase Recognise & create repeated patterns on</p>	<p>Create symbols to represent sound Recognise symbols for basic notation</p>	<p>Make up a piece of music that has a beginning, middle & end</p>

	<p>talk about the differences Identify sections of sounds that represent a character or scene Harry Potter film score</p>	<p>Play a 3-note repeating pattern on tuned instruments. Identify several layers of sounds Camille Saint-Saens Carnival of the Animals - Fossils</p>	<p>itches of a song with accuracy Convey the mood or meaning of a song Sea Shanties – A pirate’s life for me Over the Deep Blue Sea</p>	<p>different percussion instruments Make up a simple pattern to go with a song from Joseph Egyptian music</p>	<p>Know some symbols for rests Create own rhythm patterns using standard notation Dancing on the edge of a volcano - LSO</p>	<p>Create a piece of music that tells a story Use graphic notation/rhythm grids Play own composition on an instrument Flight of the Bumble Bee by Korsakov</p>
Year 4	<p>Sing in tune Change pitch and show control in my singing (songs with scales) Pronounce words in a song clearly Make up a simple melody from a group of notes Learn and perform ‘I am Alban’ song</p>	<p>Make up a tune on 5 notes (pentatonic scale) Add ostinato/drone on 2 notes to accompany a melody Play music that has rests Inspector Morse theme music Tuned percussion instruments</p>	<p>Identify percussion (classroom instruments) and orchestral instruments by listening to music Count in twos or threes when listening to a march or waltz identify chorus and verse in a song The Moudau by Bedrich Smetana</p>	<p>Sustain a drone or ostinato to accompany singing Use tuned instruments to accompany songs & improvise patterns School production</p>	<p>Talk about how a composer has used different elements to create sections in a piece Talk about the words or style of a song/piece of music Use the terms pitch, beat, tempo and dynamics. New York inspired modern songs</p>	<p>Recognise and read notes on treble stave (whole scale) with help (start with colours e.g. chime bars or boom whackers) Simple song about the sky ???</p>
Year 5 + Band Time	<p>Play short melodies or phrases using tuned instruments Sing or play from memory with confidence Practice, rehearse & perform with others Greensleeves</p>	<p>Hold my part in a round Sing a harmony part confidently and accurately Sustain a melodic ostinato pattern Viking Saga Songs BBC</p>	<p>Create a melody to describe something or someone Create & record a piece of music using notation (graphic or standard) Listen to peer compositions & suggest an improvement Apollo 13 & Star Wars</p>	<p>Take turns to lead a group Play and improvise as part of a group & solo performer. Create or sustain a drone or ostinato on an instrument to accompany singing Band Time Concert + Class Assembly</p>	<p>Recognise music from different countries Identify musical styles Appreciate different songs for different occasions Rio music – Latin American style</p>	<p>Recognise textures in music e.g. solos, clusters of sound. Choose, order, combine & control sounds to make an effect. Use IT to manipulate and record sounds Rainforest music Use Garage Band app</p>
Year 6	<p>Talk about great composers/musicians Analyse & criticise a piece of music Listen to others’ compositions & make judgements Elgar Variations</p>	<p>Create chords Use appropriate notation to record own compositions Use music technology to record compositions Victorian Music Hall</p>	<p>Analyse and describe musical structures Use a musical device made by a famous composer in own compositions Evard Grieg Peer Gynt – Morning Mood</p>	<p>Create rhythmic patterns with an awareness of timbre and duration Perform on a range of percussion instruments Swing & Big Band</p>	<p>Combine a variety of musical devices, including melody, rhythm and chords. Recognise 12 bar blues structure and create a piece of music in this style. Jazz</p>	<p>Perform alone or in a group Sing or play expressively and in tune Play more complex instrumental parts School Production</p>

Temporary Covid Music Provision

At Cherry Tree we have adapted our usual music provision in order to continue to promote an enjoyment of musical activities, alongside following government guidelines to keep our children safe from the spread of infection.

We are continuing to promote the enjoyment of music as it is recognised to be a valuable contributing factor to wellbeing, even though we have had to curtail some of our regular activities.

Children will:

- Chant rhymes and poems as long as children are all facing the same direction.
- Sing simple songs calmly whilst standing socially distanced and facing the same direction.
- Listen to a wide range of high-quality music linked to their half termly topic and respond to this in a variety of ways.
- Talk about likes and dislikes of a range of musical styles.
- Watch musical programmes on a weekly basis
 - https://www.youtube.com/results?search_query=learning+through+music+paul+fisher
 - Melody <https://www.bbc.co.uk/cbeebies/shows/melody> EYFS + KS1
 - Music Time <https://www.bbc.co.uk/programmes/p05532jj>

Year 5 children will have a weekly hour session of Band Time with Paul Fisher to learn how to play a brass instrument in an ensemble (these sessions will be organised to comply with government guidelines)