



# St. Mary's Catholic Primary, Blackbrook

## Music Overview 2021 - 22



	Music Tuition		Wider Opportunities		Class Music	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>N</b>	<b>Expressive Arts and Design</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.		<b>Expressive Arts and Design</b> Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.		<b>Expressive Arts and Design</b> Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	
<b>R</b>	<u><b>Charanga Unit 1</b></u> <b>Me!</b>	<u><b>Charanga Unit 2</b></u> <b>My Stories</b>	<u><b>Charanga Unit 3</b></u> <b>Everyone</b>	<u><b>Charanga Unit 4</b></u> <b>Our World</b>	<u><b>Charanga Unit 5</b></u> <b>Big Bear Funk</b>	<u><b>Charanga Unit 6</b></u> <b>Reflect, Rewind and Replay</b>
	Learn to sing Nursery Rhymes	Learn to sing Nursery Rhymes and Action Songs	Learn to sing familiar songs	Learn to sing familiar songs with actions	Playing instruments within the song	Perform your song with instruments
<b>Year 1</b>	<u><b>Charanga Unit 1</b></u> <b>Hey You</b>	<u><b>Charanga Unit 2</b></u> <b>Rhythm in the Way We Walk / The Banana Rap</b>	<u><b>Charanga Unit 3</b></u> <b>In the Blues</b>	<u><b>Charanga Unit 4</b></u> <b>Round and Round</b>	<u><b>Charanga Unit 5</b></u> <b>Your Imagination</b>	<u><b>Charanga Unit 6</b></u> <b>Reflect, Rewind and Replay</b>
	(Old school hip-hop) How pulse, rhythm and pitch work together.	(Reggae) Pulse, rhythm and pitch, rapping, dancing and singing.	(Blues, Baroque, Latin, Bhangra, Folk, Funk) How to be in the groove with different styles of music	(Bossa Nova) Pulse, rhythm and pitch in different styles of music.	(Pop) Using your imagination.	(Classical) The history of music, look back and consolidate your learning, learn some of the language of music.
<b>Year 2</b>	<u><b>Charanga Unit 1</b></u> <b>Hands, Feet, Heart</b>	<u><b>Charanga Unit 3</b></u> <b>I Wanna Play in a Band</b>	<u><b>Music Tuition</b></u> <b>Keeping it Steady</b>	<u><b>Music Tuition</b></u> <b>Soaring High</b>	<u><b>Charanga Unit 4</b></u> <b>Zootime</b>	<u><b>Charanga Unit 5</b></u> <b>Friendship Song</b>
	(Afropop / South African) South African music	(Rock) Playing together in a band	The relationship between pulse and rhythm and to perform with a sense of pulse.	Recognise and control sounds of different pitch.	(Reggae) Reggae and animals	(Pop) A song about being friends
<b>Year 3</b>	<u><b>Music Tuition</b></u> <b>A Trip to the Zoo</b>	<u><b>Music Tuition</b></u> <b>Exploring Ostinatos</b>	<u><b>Charanga Unit 1</b></u> <b>Let Your Spirit Fly</b>	<u><b>Charanga Unit 3</b></u> <b>Three Little Birds</b>	<u><b>Charanga Unit 4</b></u> <b>Dragon Song</b>	<u><b>Charanga Unit 5</b></u> <b>Bringing Us Together</b>



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	Create, perform and analyse short descriptive compositions that combine sounds, movements and words	Create simple rhythmic patterns and perform them rhythmically using notation as a support	(RnB) RnB and other styles	(Reggae) Reggae and animals	(A pop song that tells a story) Music from around the world, celebrating our differences and being kind to one another	(Disco) Disco, friendship, hope and unity
Year 4	<u>Wider Opps</u> <u>Signs, Symbols and Sound: connecting sound to notation</u>	<u>Wider Opps</u> <u>Play it again: Minimalism</u>	<u>Wider Opps</u> <u>Calypso</u>	<u>Wider Opps</u> <u>Pentatonic scales: East meets West</u>	<u>Wider Opps</u> <u>In Harmony: understanding chords and creating chord sequences</u>	<u>Wider Opps</u> <u>All Together Now: creating melodies over chord sequences</u>
	Make the connections between the sounds we make, and the written symbols used to notate them in music	How music can be created through layering of many different repeating patterns.	Calypso music and the culture it comes from through listening, arranging, and performing a group of traditional songs	Understand, recognise, and use, pentatonic scales from both Eastern and Western musical traditions.	Understand and begin to recognise the conventions of western harmonic progressions and how they are used in music	Create short melodic ideas over chord sequences master in the previous unit.
Year 5	<u>Charanga Unit 1</u> <u>Livin' on a Prayer</u>	<u>Charanga Unit 3</u> <u>Make You Feel My Love</u>	<u>Music Tuition</u> <u>The Planets</u>	<u>Music Tuition</u> <u>Song Writing</u>	<u>Charanga Unit 4</u> <u>The Fresh Prince of Bel-Air</u>	<u>Charanga Unit 5</u> <u>Dancing in the Street</u>
	(Rock) Rock Anthems	(Pop) Pop Ballads	Develops children's ability to extend their sound vocabulary and to compose a soundscape.	Compose a song with an awareness of the relationship between lyrics and melody.	(Old School Hip-Hop) Old School Hip-Hop	(Motown) Motown
Year 6	<u>Music Tuition</u> <u>Cyclic Patterns: African Drumming</u>	<u>Music Tuition</u> <u>Reggae, Reggae Sauce: vocal harmony and accompaniments</u>	<u>Charanga Unit 1</u> <u>Happy</u>	<u>Charanga Unit 3</u> <u>A New Year Carol</u>	<u>Charanga Unit 4</u> <u>You've Got a Friend</u>	<u>Charanga Unit 5</u> <u>Music and Me</u>
	Perform rhythmic patterns confidently and with a strong sense of pulse.	Explore the realisation of vocal melodies, harmonies and accompaniments within the reggae musical tradition of the Caribbean	(Pop / Neo Soul) Being happy	(Classical / Urban Gospel) Benjamin Britten's music and cover versions	(70s ballad / pop) The music of Carole King	Create your own music inspired by your identity and women in the music industry