

## Music from EYFS to Year 6

### EYFS

#### Autumn Term

##### Musical Focus – Beat and Tempo

- ♪ Sing simple and repetitive songs incorporating actions as appropriate.
- ♪ Sing action songs which consolidate the beat through tapping/clapping and movement.
- ♪ Utilise nursery rhymes and poems to encourage the children to learn the difference between their speaking and singing voice.
- ♪ Introduce simple dynamics such as 'p' and 'f'.
- ♪ Introduce untuned percussion instruments and their names (Maraca, Tambourine, Claves and Drums). Children are taught the correct way to hold and play their instrument.
- ♪ Use singing games: children learn to move expressively around the music room demonstrating their awareness of beat and tempo.

#### Spring Term

##### Musical Focus – High and Low

- ♪ Introduce xylophone, play hi/lo games in which the children listen and move appropriately.
- ♪ Sing songs which explore our high voices and low voices eg Goldilocks and rhymes like 'This Little Piggy', recapping on speaking and singing voices from last term.
- ♪ Listen to classical pieces e.g. 'Hedwig's Theme' from Harry Potter; children respond with their bodies using scarfs to the high and low sections.
- ♪ In pairs explore the scale of C – C, using only one beater and puppet stimulus to help us visualise the stepwise movement of the notes.

#### Summer Term

##### Musical Focus – Loud and Quiet

- ♪ Using 'The Hungry Caterpillar' as a stimulus explore 'p', 'mp' and 'f', using our voices and action accompaniment again remembering our speaking voices and singing.
- ♪ As a class begin simple composition to think of movements, sound and instruments that allow us to retell the story.
- ♪ Movement games to help spark the imagination and exploring new instruments such as rainmaker, thunder drum and vibraslap.
- ♪ Learn songs relating to class topic; children play the xylophones and recap on notes which move by step from last term.

# Year 1

## Autumn Term

### Musical Focus – Exploring Sounds

- ♪ Recognise environmental sounds and play using tuned and untuned percussion.
- ♪ Teach 'Sound Song' which reinforces the above and develops listening skills.
- ♪ Composition using graphic scores as a stimulus allowing the children to experiment with body sounds which show imagination beyond clapping and tapping such as cheek popping, feet stamping and explore the much quieter sounds, whilst recapping on p, mp and f taught last year.
- ♪ Through the use of untuned percussion, to also incorporate triangles, two-tone woodblocks and cabasa's, explore duration through a simple song which incorporates stop and start accompaniment.

## Spring Term

### Musical Focus – Exploring Pulse and Rhythm

- ♪ Using fun and catchy songs, children use actions which reinforce the beat and rhythm sections of the song.
- ♪ Using untuned percussion, children demonstrate the ability to play both a steady beat in the verse and a rhythm in the chorus eg Okki Tokki Unga and Pinocchio.
- ♪ Using circle games such a 'Good day to you' and 'Ickle Ockle' with a large soft ball, children demonstrate the ability to hear the difference between the beat and rhythm and move the prop accordingly.
- ♪ Children to have the opportunity to physically mark the beat using a graphic stimulus and are taught simple ostinato instrument parts to accompany the song 'I hear thunder'.
- ♪ Children learn notation crotchet and minims. They recognise them visually as musical notes and also be able to hear them and move accordingly through the 'crotchet, quaver movement game'.

## Summer Term

### Musical Focus – Pitch

- ♪ Using tuned percussion, children demonstrate they can play moving by step and will demonstrate their understanding of minim, by accompanying songs related to topic.
- ♪ Children will play pieces that move purely by step and which use minim beats.
- ♪ To help this, the puppet and hand movements taught last year remind us of the movement and timing.
- ♪ Children learn to use two beaters and move them alternately.
- ♪ Movement games which help us recognise high and low such as Hi/Lo Chickalo. The children work in pairs for this game.

# Year 2

## Autumn Term

### Musical Focus – Explore duration

- ♪ Listening to songs from other countries, accompany with untuned percussion, playing long and short rhythms accordingly.
- ♪ Children to be able to identify which instruments play short and long sounds by exploring the instruments within the music room.
- ♪ Further develop our listening skills by being able to identify the instruments within 'Mi Cabella', introduce guitar here and talk about the difference between tuned and untuned percussion.
- ♪ When singing children will demonstrate their awareness of dynamics by showing they can sing quietly and with an increased dynamic when required.

## Spring Term

### Musical Focus – Exploring pulse and rhythm/Recorder Block

- ♪ Using singing games and the space within the room children will move with pace developing control of fast and slow.
- ♪ Children will identify the increasing and decreasing tempo by firstly clapping along with the songs before then moving.
- ♪ Introduce the recorder and teach the notes B, A and G.
- ♪ Children will be taught how to hold the recorder correctly, correct fingering and how to blow gently to get the desired sound.
- ♪ Children will learn how to play crotchet, minim and quaver rhythms in this block, but will firstly clap them to ensure security with the rhythms.

## Summer Term

### Musical Focus – Pitch

- ♪ Demonstrate pitch movement with whole body movement.
- ♪ Using graphic scores as a stimulus play tuned and untuned percussion instruments demonstrating that they understand high, low and middle.
- ♪ Using glockenspiels and recapping on quaver rhythms play 'Looby Loo', using the words to help us explore the leaps in the melody.
- ♪ Children to identify where the steps are.
- ♪ Children too compose their own piece of music using 'The Prehistoric Animal Brigade' song. Children will learn about the conductor as they compose and play and lead their groups.

# Year 3

## Autumn Term

### Musical Focus – Ukulele

- ♪ Introduction to the instrument and how to play and hold.
- ♪ Teach 'My dog has fleas' which introduces them to the four strings on the ukulele, G, C, E and A.
- ♪ Children will learn the chord of C and F and accompany popular songs, ensuring they do not play on the rests and play in time with the accompaniment.
- ♪ Teach 'A Sailor Went to Sea' and recap for the children the dynamics p, mp and f. The children will demonstrate this in their playing.
- ♪ Teach the chord of G7 and Am, and accompany songs that are current for the children at that time.
- ♪ Christmas Production Songs.

## Spring Term

### Musical Focus – Exploring descriptive sounds

- ♪ Listening to songs the children will identify descriptive words used.
- ♪ Children will learn about structure and accompany songs on tuned percussion in the choruses.
- ♪ Using Saint Saens 'Carnival of The Animals' as a stimulus the children will then compose in groups a short piece of music which shows the listener three linked animal moves.
- ♪ Children will write a short story and in small groups add musical sound effects and mime to this.
- ♪ Watch 'Charlie Chaplin' clips to help inspire their performances.

## Summer Term

### Musical Focus – Explore Rhythmic Patterns

- ♪ Rhythm snake composition using a four beat body pattern and incorporating rests as a whole class.
- ♪ In small groups on piano, xylophone and glockenspiel children to play 'Polka'.
- ♪ Children introduced to the concept of ostinato.
- ♪ In groups to invent short raps which incorporate a vocal ostinato.
- ♪ Perform to class and give feedback to each other.
- ♪ Children to listen to music from different genres and identify accompanying instruments.
- ♪ Singing to incorporate rounds and harmony sections.

# Year 4

## Autumn Term

### Musical Focus – Exploring rhythmic patterns and Christmas Production Songs

- ♪ From the previous year recap on Ostinato and introduce melodic ostinato, play 'Chicona'.
- ♪ Children will learn about phrasing by identifying as a class, phrases within songs.
- ♪ Children will learn how to play four ostinati on tuned and untuned percussion simultaneously which requires great listening and concentration.
- ♪ Teach syncopation and dotted rhythms and how they affect a piece of music.
- ♪ Singing to incorporate more difficult harmonies and rounds.
- ♪ Children to be able to articulate clearly while singing and communicate their enjoyment of this.

## Spring Term

### Musical Focus – Exploring Arrangements

- ♪ Children to listen to a variety of pieces from around the world and accompany on untuned percussion instruments.
- ♪ Be able to express what they like/or do not like about a particular piece.
- ♪ Children using their knowledge of step and leap and given a starting note children will learn to work out short melodies by ear.
- ♪ Short group arrangements involving the children playing recorders, boom whackers, handbells and tuned percussion, and also playing different parts at the same time.
- ♪ Children to also bring in their own instruments eg violin to play in these arrangements.
- ♪ Children will follow a clear notated score, where they will look at time signature and note values.

## Summer Term

### Musical Focus – Exploring Melodies and Scales

- ♪ Children will learn about the pentatonic scale and play in groups short Orff pieces.
- ♪ Children can play class instruments here and their own ones.
- ♪ To use our ear to explore simple intervals on our instruments, firstly doing so using our hands.
- ♪ Introduce descending and ascending, use Do-re-mi and hand signs to help with this then transfer this knowledge onto tuned percussion.
- ♪ Children to be introduced to the orchestra and the sections within.

# Year 5

## Autumn Term

### Musical Focus - Exploring Rhythm and Pulse/Christmas Production

- ♪ Using djembe drums children will learn to play the djun, djun cyclic pattern and the bell cyclic pattern.
- ♪ Children build on previous learning of syncopation when able to demonstrate their ability to play both patterns.
- ♪ When confident learn the African dance to go along with the cyclic patterns.
- ♪ Learn about improvisation and all have the opportunity to do so on the drums.
- ♪ Teach Year 5 pupils the more complex harmonies required to go along with the

## Spring Term

### Musical Focus - Orchestra/String and Woodwind section

- ♪ Listening to the instruments found within these sections and be able to identify each instrument by its sound.
- ♪ As a class be able to discuss what makes these instruments different from each other.
- ♪ Play the corners and instrument shape game with instrument facts to help ground their learning.
- ♪ Give the children the opportunity to see these instruments played live by our Surrey Arts Teachers.
- ♪ To use the classical arrangements with the BBC Ten pieces which gives the children the opportunity to play in a small orchestra.

## Summer Term

### Musical Focus - Exploring Rounds

- ♪ As a class become a human drum kit and then perform each instrument in unison and a round.
- ♪ Recap on previous round singing which helps when we perform as a class.
- ♪ Children to be reminded about previous learning of melodic intervals and how the right melodic interval in songs makes rounds sound very pleasant.
- ♪ Teach children about harsher intervals in which the notes do not always sound harmonious.
- ♪ Sing 'Autumn Leaves' and in pairs work out the descending pattern of the notes.
- ♪ Introduction to chords and recap on ostinato.
- ♪ Accompany 'Shalom' with a chord accompaniment on xylophone and glockenspiel.

# Year 6

## Autumn Term

### Musical Focus - Exploring Rounds/Christmas Production

- ♪ Using the song 'Nanuma', sing in unison, as a round and identify phrasing.
- ♪ Accompany this song with children own untuned percussion ostinato and a tuned percussion ostinato.
- ♪ Explore the harmony created whilst singing it as a round.
- ♪ In groups by ear work out the notes associated with each phrase.
- ♪ Using the piece 'Pizzicato Polka' children to compose a dance in groups to perform to each other and their teachers.
- ♪ Children to show bravery and creativity as well as excellent group work skills.

## Spring term

### Musical Focus - Whole class arrangements/Ukulele

- ♪ Children to use own instruments and class instruments to play together small arrangements written in three/four parts.
- ♪ Crotchet, minum and quaver rhythms will be used as well as rests.
- ♪ Pupil must show confidence in reading from the notated score.
- ♪ Pieces to include melodic ostinato and syncopation.
- ♪ Recap on previous chords taught C, F, G and Am.
- ♪ Teach the children more difficult strumming patterns and play songs that capture their imagination whilst also stretching them technically.
- ♪ Introduce Em and D.

## Summer Term

### Musical Focus - Composition and Year 6 Production

- ♪ Discuss starting points which inspire composition.
- ♪ Listen to 'The Society Raffles' and ask the children to think about what the starting point for this piece was.
- ♪ Look at the film clip of this piece.
- ♪ Children to then compose a graphic score which tells a story.
- ♪ The children will invent accompanying music and drama for their score.
- ♪ Using 'Moving On' as a stimulus pupils will create a 8 bar notated piece of music which incorporates crotchet, quaver, minim and rest.
- ♪ All the pupils work to be put into one whole class piece.
- ♪ Christmas songs where the melodies are sung by the younger pupils.
- ♪ Pupils to display confidence and be able to convey their joy of singing in the performance.