



Fen Ditton Primary Music Overview 2023-24



Music is taught every second half term for approx. 1 hour per week. We follow the Charanga Music Model Curriculum scheme version 2 (2023)

	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
	Whole School Music Events	Whole School Music Events	Whole School Music Events
	<ul style="list-style-type: none"> • Christmas production – Rec/Y1 • Whole school carol concert • Harvest Assembly 	<ul style="list-style-type: none"> • All schools Anglian Learning choir performance 	<ul style="list-style-type: none"> • Year 5 string performance • End of year strings, quartet and individual players' concert.
<p><u>Reception / EYFS</u> Explore un-tuned percussion and learn to play the Boom Whackers</p>	<p style="text-align: center;">Theme: Me</p> <p><u>Lessons focus:</u></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Five Little Ducks • Name Song • Things For Fingers <p style="text-align: center;">Nativity play music</p>	<p style="text-align: center;">Theme: Everyone</p> <p><u>Lessons focus:</u></p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees And Toes 	<p style="text-align: center;">Theme: Big Bear Funk</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
<p><u>Years 1 and 2</u> Explore un-tuned</p>	<p style="text-align: center;">Theme: My Musical Heartbeat</p> <p><u>Lessons focus:</u></p>	<p style="text-align: center;">Theme: Exploring Sounds</p> <p><u>Lessons focus:</u></p>	<p style="text-align: center;">Theme: Having fun with improv</p> <p><u>Lessons focus:</u></p>

<p>percussion and learn to play the Boom Whackers</p>	<ul style="list-style-type: none"> • Pupils learn that every piece of music has a heartbeat - a musical heartbeat. • Recognize in music, the 'pulse' or the 'beat' of the music. • When listening and singing to the music and songs in this Unit, pupils find and keep the pulse or steady beat together. • Pupils march clap or sway in time - finding a movement that helps keep the beat. 	<ul style="list-style-type: none"> • Improvise Together • Listen and Respond to “If you’re happy and you know it.” • Learn to Sing the Song • Play your Instruments with the Song • Compose with the Song • Create a Graphic Score • Perform the Song 	<ul style="list-style-type: none"> • Singing and listening are at the heart of each lesson. • Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A on the songs: • Getting up • Get dressed • Brushing our teeth • Get Ready • Up and Down
<p><u>Years 2 and 3</u> Learn to play Glockenspiels</p>	<p>Theme: Pulse, Rhythm and pitch</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Pupils learn that music has a pulse, a steady beat called ‘rhythm’. • Recognize that music is also made up of long and short and high and low sounds, called ‘pitch’. • These elements combine when we sing and play. • Pupils listen to, sing, play and dance to the music in this unit, exploring these elements of music and how they work together. • Pupils play, improvise and compose using a selection of these notes: C, D, E, F, G, A using the songs ‘Music is in my soul’ and ‘Hey friends’. 	<p>Theme: Inventing a musical story</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Pupils learn that music is used for many reasons and can help us to tell a story and express our feelings. • Recognize that music can be loud or soft, fast or slow, smooth and connected, or short and detached. • Use instruments with different sounds to help communicate a story and different emotions. • Explore the music and try to connect your feelings with what you hear using the songs ‘Rainbow’ and ‘Hands. Feet and heart.’ • Question: Do any of the songs tell a story? Explore loud and soft sounds. 	<p>Theme: Exploring improvisation</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Pupils explore improvisation further in this unit. At first using two or three notes and have a go playing or singing on their own to the songs: • Music is all around us. • I wanna play in a band. • Saying Sorry. • Pupils revisit these songs and play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B
<p><u>Years 3 and 4</u> Year 3’s - Learn to play Recorders</p>	<p>Theme: Writing music down</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Long and short (rhythm) and high and low (pitch) sounds represented 	<p>Theme: Compose using your imagination</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Pupils are invited to use their 	<p>Theme: Enjoying improvisation</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Explore the structure of songs. • Recognize there are patterns in

<p>Year 4's = instrumental lessons - overture project.</p>	<p>by musical symbols.</p> <ul style="list-style-type: none"> • These symbols written on a staff and named with special musical names. • Using these symbols to remember what we are going to sing and play. • Explore notes, crotchets and minims within the music. • See how these notes can fit on the lines and spaces of a staff. 	<p>imagination when creating compositions.</p> <ul style="list-style-type: none"> • What do you see when you close your eyes? • Can you write a melody or find sounds that represent the story you want to tell? • Social Question: How Does Music Make the World a Better Place? 	<p>songs.</p> <ul style="list-style-type: none"> • Listen, sing, play some of these patterns. • Identify the Introduction, verse, and chorus. • Improvise over a section of the song. Identify sections of the music that change or repeat. • Social Question: How Does Music Make a Difference to Us Every Day?
<p><u>Years 4 and 5</u></p> <p>Year 4 and 5 = Instrumental lessons - overture project.</p>	<p>Theme: Musical structures</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Learn that musical sections that repeat or change help create the structure, or form, of a piece of music or a song. • Look for patterns in the sections of music and songs, using: <ul style="list-style-type: none"> • Hoedown • Martin Luther King • I'm always there • Find Verses and choruses that repeat or alternate in these songs and see that these provide structure in music. 	<p>Theme: Compose with your friends</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Composing music together, find methods to notate and remember it. • Learn that Music is often written based on various key signatures that guide melodies used in the music. • Find the note that sounds like 'home', or where a melody should 'land'. • Learn that this is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. • Practice listening, singing, and playing instruments to explore the important home note in music. 	<p>Theme: Expression and improvisation</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Practice improvisation as a way to express feelings. • Learn to make improvisation more expressive by adding dynamics. • Explore the Social Question: How Does Music Shape Our Way of Life? • Sing and listen the songs <ul style="list-style-type: none"> • :Oh happy day • Train is a coming • A world of Sound • Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B

<p><u>Years 5 and 6</u></p> <p>Year 5 and 6 = Instrumental lessons - overture project.</p>	<p>Theme: Melody and harmony</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Learn that melody (or a tune) is a group of notes played one after another. • Discover that in music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. • Learn about composers who think of a melody and then add harmony to it. Explore the voices that sing the melodies. • Explore the instruments used within the music to create the harmonies. • Can you hear the difference? 	<p>Theme: Composing and chords</p> <p><u>Lessons focus:</u></p> <ul style="list-style-type: none"> • Play three or more pitches together to create chords in music. • Explore how Chords provide the basis for accompaniment in music. • Use chords in compositions to create music that is really interesting. • Create an accompaniment to the songs: • Freedom is coming. • All over again. • Do you ever wonder? 	<p>Year 5/6 end of year play (with music) production.</p>
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