



Himbleton CE Primary School and Nursery

Whole School Long-Term Curriculum Unit of Enquiry Skills Overview for Music

EYFS		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Charanga Music Unit:	Me	My Story	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
	Focus Music Concepts across all units:	Performing: To use voices to speak/sing/chant. To join in with simple or familiar songs. To clap short rhythmic patterns. To experiment with creating sounds using different instruments.		Composing: To make a range of sounds with voices. To make a range of sounds with instruments. To represent sounds pictorially.		Appraising: To say if they like or dislike a piece of music. To identify and distinguish environmental sounds. To begin to describe the sounds heard. (e.g. loud, quiet, high, low, fast, slow) To begin to express how music makes you feel.	
	Key Vocabulary:	chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds					

CYCLE A YEAR 1/2		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Charanga Music Unit:	Hey You	Rhythm In the Way We Walk	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
d	Focus Music Concepts across all units:	Performing: To use voices to speak/sing/chant and to join in with singing simple songs. To clap short rhythmic patterns. To use instruments to perform a simple piece. To respond to musical indications about when to play or sing. To respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.		Composing: To make a range of sounds using voices and instruments. To identify changes in sounds. To tell the difference between long and short sounds. To represent sounds pictorially and make a sequence of sounds for a purpose.		Appraising: To form an opinion to express how you feel about a piece of music. To recognise repeated patterns. To hear the pulse in a piece of music. To tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds. To describe how sounds are made and changed. To respond to different moods in music and say how a piece of music makes you feel.	
	Key Vocabulary:	As EYFS plus: beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice					
CYCLE B YEAR 1/2		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Charanga Music Unit:	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play In a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
	Focus Music Concepts across all units:	Performing: To follow a melody using voices or instruments, on own or as part of an ensemble. To sing songs as an ensemble following the melody.		Composing: To order sounds to create a beginning, middle and end. To represent sounds pictorially with increasing relevance.		Appraising: To identify particular features when listening to music.	

		<p>To perform in an ensemble with instructions from the leader e.g. hand signals to indicate pitch and duration of notes.</p> <p>To play simple rhythmic patterns on an instrument.</p> <p>To sing/clap a pulse increasing or decreasing in tempo.</p> <p>To demonstrate control when playing Instruments and perform musical patterns keeping a steady pulse.</p>	<p>To choose sounds to achieve an effect (including use of technology)</p> <p>To begin to compose short melodic patterns using two or three notes (tuned instruments/voice)</p> <p>To create short, rhythmic patterns or sequences of long and short sounds.</p> <p>To be selective in the control used on an instrument in order to create an intended effect.</p> <p>To create own symbols to represent sounds.</p>	<p>To begin to associate sounds heard with specific instruments, and to recognise and name different instruments by sight?</p> <p>To independently identify the pulse in a piece of music and tap along.</p> <p>To listen carefully to recall short rhythmic patterns.</p> <p>To begin to recognise changes in timbre, dynamics and pitch.</p> <p>To evaluate and improve own work and give reasons.</p> <p>To verbally recall what has been heard with simple vocabulary – loud, soft, high, low.</p> <p>To begin to say what they like and dislike.</p>
	<p>Key Vocabulary:</p>	<p>accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume</p>		

CYCLE A YEAR 3/4		Autumn A	Autumn B	Spring A		Spring B	Summer A	Summer B
	Charanga Music Unit:	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	Dragon Song		Bringing Us Together	Reflect, Rewind and Replay
	Focus Music Concepts across all units:	Performing: To sing songs from memory with increasing expression, accuracy and fluency. To maintain a simple part within an ensemble. To modulate and control the voice when singing and pronounce the words clearly. To play notes on tuned and un-tuned instruments with increasing clarity and accuracy. To improvise (including call and response) within a group using the voice.		Composing: To create repeated patterns using a range of instruments. To combine different sounds to create a specific mood or feeling. To understand how the use of tempo can provide contrast within a piece of music. To begin to read and write musical notation. To effectively choose, order, combine and control sounds to create different textures. To use silent beats for effect (rests). To combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in compositions.		Appraising: To use musical words (pitch, duration, dynamics, tempo) to describe and give an opinion on a piece of music. To evaluate and improve work, explaining how it has improved using a success criterion. To know that music can be played or listened to for a variety of purposes (including different cultures and periods in history) To recognise a range of instruments by ear. To internalise the pulse in a piece of music. To identify the features within a piece of music.		
	Key Vocabulary:	names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone						
CYCLE B YEAR 3/4		Autumn A	Autumn B	Spring A		Spring B	Summer A	Summer B
	Charanga Music Unit:	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me		Dancing In The Street	Reflect, Rewind and Replay

	<p>Focus Music Concepts across all units:</p>	<p>Performing:</p> <p>To perform a simple part of an ensemble rhythmically.</p> <p>To sing songs from memory with increasing expression, accuracy and fluency.</p> <p>To improvise using repeated patterns with increasing accuracy and fluency.</p> <p>To use selected pitches simultaneously to produce simple harmony.</p>	<p>Composing:</p> <p>To explore ways in which sounds are combined towards certain effects.</p> <p>To understand the relationship between lyrics and melody.</p> <p>To use notations to record and interpret sequences of pitches.</p> <p>To use notations to record compositions in a small group or on their own.</p> <p>To use notation in a performance.</p>	<p>Appraising:</p> <p>To describe what they hear using a wider range of musical vocabulary.</p> <p>To explain why silence is used in a piece of music and say what effect it has.</p> <p>To start to identify the character of a piece of music.</p> <p>To describe and identify the different purposes of music.</p> <p>To use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p>
	<p>Key Vocabulary:</p>	<p>names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone, harmony, improvise, leaping, pentatonic</p>		

CYCLE A YEAR 5/6		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Charanga Music Unit:	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing In The Street	Reflect, Rewind and Replay
	Focus Music Concepts across all units:	Performing: To sing and use understanding of meaning to add expression. To perform 'by ear' and from simple notations. To improvise within a group using melodic and rhythmic phrases. To recognise and use basic structural forms e.g. rounds, variations, rondo form. To maintain a part whilst others are performing.		Composing: To begin to use standard notation. To use notations to record groups of pitches (chords) To choose the most appropriate tempo for a piece of music. To use technology to compose music which meets a specific criterion.		Appraising: To describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary. To suggest improvements to their own or others' work. To identify and begin to evaluate the features within different pieces of music. To contrast the work of established composers and show preferences.	
	Key Vocabulary:	names of orchestral instruments, accent, accompaniment, bass, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, notation, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone, harmony, improvise, leaping, pentatonic, texture, timbre					
CYCLE B YEAR 5/6		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Charanga Music Unit:	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay
	Focus Music Concepts across all units:	Performing: To begin to sing a harmony part.		Composing: To recognise that different forms of notation serve different purposes.		Appraising: To evaluate differences in live and recorded performances.	

		<p>To begin to perform using standard notations.</p> <p>To take the lead in a performance or take on a solo part.</p> <p>To provide rhythmic support.</p> <p>To perform parts from memory.</p>	<p>To combine groups of beats.</p> <p>To use a variety of different musical devices in composition (e.g. melody, rhythms and chords).</p>	<p>To consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.</p> <p>To refine and improve own work.</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>To compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>To analyse features within different pieces of music.</p>
	<p>Key Vocabulary:</p>	<p>names of orchestral instruments, accent, accompaniment, bass, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, notation, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone, harmony, improvise, leaping, pentatonic, texture, timbre, diction, interval, syncopation</p>		