

Music Overview

Our children are exposed to music throughout their time at St Andrew's and a joy for music is encouraged in many ways.

- We have weekly music for the children to listen to and respond;
- Our daily Collective Worship has a variety of music at the start and end of the assembly;
- We sing and learn a variety of songs and hymns during our Collective Worship and have a dedicated Tuesday Hymn practice;
- We provide regular opportunities for our children to listen to live musical performances (eg cellist, clarinet, saxophone assemblies, Albert hall performances)
- All children have the opportunity to perform in musical phase productions;
- Our school choir practices regularly and performs at a variety of annual performances including; Albert hall, St Alban's Cathedral, Ware and Hertford School Music performances, Christmas Carol Services, Church services, performing at local residential homes;
- Peripatetic music teachers provide extended musical opportunities for learning instruments;
- Y4 all have the opportunity to learn the guitar;
- Our talented staff teach other year groups- keyboards, recorders and glockenspiels;
- We have extended our percussion instruments to enable all children to have practical musical lessons.
- We follow the **'Sing-Up' scheme of work** to ensure that our lessons are well planned and sequenced.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | This is me unit | Let's be friends | I've got feelings | Let's Jam | Travel and movement | Animal Tea party |
| | <u>Music (sing up)</u> Listening, Timbre, beat, pitch contour. Musical storytelling, louder/quieter, faster/slower, higher/lower, Call-and-response, pitch (so-mi) Beat, pitch (shape), Respond to what they have heard, expressing their thoughts and feelings. | | <u>Music (sing up)</u> Active listening, beat, pitch (so-mi), vocal play. Timbre, pitch (higher/lower), tempo (faster/slower), beat. Pitch contour rising and falling, classical music. Timbre, tempo, structure (call and response) Active listening | | <u>Music (sing up)</u> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Dynamics, musical storytelling, Improvising and composing, create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas Beat, active listening, | |
| Nursery | Children will also be provided with regular opportunities to: <ul style="list-style-type: none"> • Remember and sing entire songs. • 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. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. | | | | | |
| | Nov-Dec- Nativity | | | | | |

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| Reception | <p>I've got a grumpy face. Focus: Timbre, beat, pitch contour.</p> <p>Alice the Camel Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> | <p>Witch! Witch Focus: Call-and-response, pitch (la-so-mi-do), timbre.</p> <p>Row,Row your boat Focus: Beat, pitch (step/leap), timbre.</p> | <p>Dabbling Ducks- Focus: Active listening, beat, pitch (so-mi), vocal play.</p> <p>Jelly on my Plate Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p> | <p>Song Bank: Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees. Focus: Pitch contour rising and falling, classical music.</p> <p>Five Fine Bumble Bees Focus: Timbre, tempo, structure (call-and-response), active listening.</p> | <p>Down there under the sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p>It's oh so quiet Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> | <p>Slap,clap,clap Focus: Music in 3-time, beat, composing and playing.</p> <p>Bow,Bow,Bow Belinda Focus: Beat, active listening, instrumental accompaniment.</p> |
| <p>Musical Activities will embed pulse, rhythm and pitch, explore voices and classroom instruments. Children will be provided with opportunities to:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <p>Nov-Dec- Nativity</p> | | | | | | |
| Y1 | <p><u>Menu Song</u> Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p><u>Colonol Hathi's March</u> Focus: Beat, march, timbre, film music. <u>Magical musical aquarium:</u> Focus: Call and response, echo singing</p> <p>Christmas Nativity Performance</p> | <p><u>Football</u> Beat, ostinato, pitched/unpitched patterns</p> <p><u>Dawn from sea interludes</u> Beat, active listening, 20th century music</p> <p><u>Musical conversations</u> Question and answer, timbre</p> | <p><u>Dancing and drawing to Nautilus</u> Active listening, beat, movement</p> <p><u>Cat and mouse</u> Mood, tempo, dynamics, rhythm</p> <p><u>Come dance with me</u> Playing percussion, eco singing, call and response and developing beat skills</p> | | | |
| Year 2 | <p><u>Tony Chestnut</u> Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> | <p><u>Gradnma Rap</u> Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> | <p><u>Swing-a-long with Shostakovich</u> Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> | | | |

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| | <p>Carnival of the Animals Focus: Timbre, tempo, dynamics, pitch, classical music.</p> <p>Christmas Nativity Performance</p> | <p>Orawa Glockenspiel Focus: Beat, rhythm, repetition, structure, 20th century classical music.</p> <p>Trains Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).</p> | <p>Charlie Chaplin Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Tanczmy labada Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> |
| Year 3 | <p>Recorders I've Been to Harlem: Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Nao chariya de/Mingulay boat song - Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p>Sound Symmetry- Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p> | <p>Glockenspiel Latin Dance Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p>March- from the NutCracker Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>From a Railway Carriage - Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> <p>Easter Performance</p> | <p>Keyboards Just Three Notes</p> <p>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p>Samba with Sergio Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>Fly with the stars Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> |
| Year 4 | <p>Music inspired by our study of Ancient Egypt Listen, describe and respond to music from using musical vocabulary : pitch, duration, dynamics, tempo, timbre. Listening and appraising a variety of music First Access- Guitar lessons- all children</p> | <p>Easter Performance</p> <p>Listening and appraising a variety of music</p> <p>First Access- Guitar lessons- all children</p> | <p>Listening and appraising a variety of music</p> <p>First Access- Guitar lessons- all children</p> |

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| <p>Year 5</p> | <p>What shall we do with the drunken sailor? Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Why we sing Introduction to song writing -Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Introduction to Song Writing Focus: Structure (verse/chorus), hook, lyric writing, melody.</p> | <p>Glockenspiel</p> <p>Madina tun nabi Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p>Building a Groove Focus: Beat, rhythm, basslines, riffs.</p> | <p>Kisne Banaaya</p> <p>Year 5 and 6 Musical Performance</p> |
| <p>Year 6</p> | <p>Hey, Mr Miller Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p> <p>Shadows Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <p>Composing for Protest Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> | <p>Dona Nobis Pacem Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.</p> <p>You To Me Are Everything Focus: 1970s soul music, comparing cover versions.</p> <p>Twinkle Variations Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</p> | <p>Ame Sau Vala Tara Bal Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</p> <p>Year 5 and 6 Musical Performance</p> |