



Raughton Head CE Primary School - Music Curriculum Yearly Overview

2024-2025	Autumn	Spring	Summer
Class 1 (Nursery/ Rec/Year 1)	<p>Moon Zoom</p> <p>Themes- farm, nocturnal, woodland, winter creatures. Beat, pulse, rhythm, melody and kinaesthetic and expressive learning used in all activities. Kodaly and Makaton use. Seasonal songs. Game/play songs and *Related short stories and poems with melodies.</p> <ul style="list-style-type: none"> ● Create and share expressive vocal sounds for finger puppet creatures. Recognition, concentration and recall to portray each through unpitched percussion and creative movement. ● Learn animal themed songs, rhymes and chants with Makaton and improvised movement. Game/play songs ● Listen to, repeat, recognise, create and perform short rhythmical phrases with varied timbres of untuned percussion. ● perform in Christmas concert. <p>*'singing stories' - Farmyard Hullabaloo, Noisy farm, It was a cold dark night, Aaachoo,</p>	<p>Bright Lights, Big City</p> <p>Themes - zoo, jungle, spring. Beat, pulse, rhythm, melody and kinaesthetic and expressive learning used in all activities. Kodaly and Makaton use. Seasonal songs. Game/play songs and *Related short stories with melodies.</p> <ul style="list-style-type: none"> ● Warm-up chants and songs with actions ● Animal puppets within the above themes - make vocal sounds and create movements for each. ● Perform previously learnt songs and and new ones within the set themes, add movements, (both set and created together), prompt pictures and short words. Link and perform to relevant short stories and poems. ● Develop listening skills through recognising short, long, high, low and repeated sounds. Musical counting - when to play, or when the beats are silent within a piece. Use variety of both pitched and unpitched percussion for sequences. 	<p>Dinosaur Planet</p> <p>Themes - types of weather, rivers, sea, boats Beat, pulse, rhythm, melody and kinaesthetic and expressive learning used in all activities. Kodaly and Makaton use. Seasonal songs. Game/play songs and *Related short stories with melodies.</p> <ul style="list-style-type: none"> ● Use improvised vocal sounds and body percussion to portray weather and storm. Layering sounds, recognising and experiencing different dynamics, duration and timbres of sounds. Build a sequence of sounds together. Repetitive patterns, silence. ● Body movements to portray river, sea. storm. Recognise calm. How do we feel in each? ● Sea creatures - relevant songs and create movements. Use lycra, voils for sea - change tempos and dynamics of songs with its

		<ul style="list-style-type: none"> ● Easter celebrations performance <p>*Dear Zoo, Walking in the Jungle, Rumble in the Jungle</p>	<p>movement. Recognise stillness in the music. Partner work.</p> <ul style="list-style-type: none"> ● watch and listen with concentration to solo and orchestral video clips. Classical and contemporary. Moods, feelings, likes/dislikes. How could we move to these? <p>* Commotion in the Ocean,</p>
<p>Class 2 (Year 2/Year 3)</p>	<p>Small group activities are shared and performed to the class. Autumn</p> <p><u>Pulse, beats, simple rhythms, un/pitched percussion</u></p> <ul style="list-style-type: none"> • understand and explore the concept of beats and simple rhythms through timed body movements and untuned percussion. Set phrases and combinations to live and recorded music. • Prompt pictures and body moves to learn and perform seasonal songs • *Learn and meld short part-songs. 'Play' and body coordination songs from other cultures and countries. <p>* Dum Dum song, Obwisana, We can work it out, Sunshine in my Heart, Shake your Body</p>	<p><u>Different Song styles and developed rhythms</u></p> <ul style="list-style-type: none"> • awareness of beat sub-divisions. Use rhythm cards to create short phrases. Share and perform to class. • Learn part-songs with a +vocal ostinato line. Perform in teams with added un/pitched percussion • *incorporate accurate and varied tempos to counting play songs • ^coordination chant partner songs • 'play' songs from different cultures <ul style="list-style-type: none"> • *Number Cruncher, +Takeaway Song Throw Catch 	<p><u>Notation, scores, composition and performance</u></p> <ul style="list-style-type: none"> • explore and compose own rhythmic patterns using box template graphic score to notate and perform to class. • Partner work - recognise and draw others' short rhythms. • Choose un/pitched percussion to improvise to a set topic (volcano). • Develop ideas and notate in open graphic score. Then.... • Explore and experience ways to lead/conduct your small group. Share ideas and perform to class.

		^Beanbag Boogie	
<p>Class 3 (Year 4/5/6)</p>	<p><u>Class Ukuleles</u>. Learning simple chords, tablature and strumming styles to easy structure songs. Small groups work share through performance</p> <p><u>Rap, Samba, Percussion</u>, (festivals and seasonal songs incorporated through the term)</p> <ul style="list-style-type: none"> • develop call and response activities through short percussive rhythmic phrases. Awareness of different timbres, textures and varying dynamics. • Explore pulse, rhythm, duration, to words, poems, rapping. • Compose own Rap to describe self. Set a poem to rhythmic phrases and notate in simple graphic score. • Learn Samba song with separate melodic and rhythmic sections. • Watch, listen, notate and play along to different rhythmic patterns in Cajon and drumming videos. (perform all) • Written quizzes on un/ pitched percussion. • Actions and rhythmical partner 'play' songs 	<p>Fluency to known chords, add and develop new ones. Awareness to speeds, beats, alignment to lyrics. Increased accuracy to timing and performance.</p> <p><u>Song Styles</u> - dimensions of melody, harmony, dynamics, structure, rounds, call and response, and part songs. Develop with added percussion and team work within carousel performance style.</p> <ul style="list-style-type: none"> • Explore and notate note values. Listen, recall and recognise their use in songs. • Sing, learn and perform songs with both live and recorded backing or alongside playing set percussion in teams. • Create body movements for word phrases for singing varied styles of song. 	<p>Continued use of known chords, addition of new ones, awareness of beats and pulse speed, compose and perform own chord phrases.</p> <p><u>Notation and Composition</u> and learn and perform set songs for summer concert.</p> <ul style="list-style-type: none"> • Explore the history of music notation through early score development to present day standard staves. • Understand score signs and Italian wording directions. • *Listen to an orchestral piece. Discuss ideas, feelings and create own graphic score to portray its individual sounds. • Create rhythmic phrases and a simple melody and notate in box template score. Solo and small group performance. <p>* 'Also Sprach Zarathustra' R.Strauss</p>

