










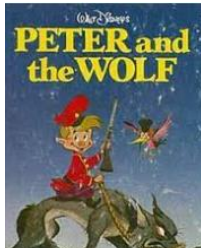









Music Whole School Overview  
 Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	In F1 children are taught a range of simple songs and nursery rhymes along with actions/Makaton and are exposed to the ‘weekly song’ during snack time. Songs are also used to introduce different sections of the day (weather, welcome, home, days of the week etc)					
Reception	<p><b>Sing</b> I’ve got a grumpy face!</p>  <p>Exploring emotions and feelings through voices and instruments</p>	<p><b>Listen</b> The Sorcerer’s Apprentice</p>  <p>Explore how music can tell a story, compose and respond creatively to music</p> <p><b>Sing</b> Witch, Witch</p>  <p>Call and response</p>	<p><b>Listen</b> Cuckoo</p> <p>Exploring voices by imitating birds and taking part in singing games</p>  <p><b>Sing</b> Shake my sillies out!</p> <p>Exploring pulse work</p> 	<p><b>Sing</b> Up and Down</p>  <p>Exploring pitch</p> <p><b>Sing</b> Five Fine Bumblebees</p>  <p>Mini-beast soundscapes</p>	<p><b>Sing</b> Down there under the sea</p>  <p>Sea themed soundscapes, composing new lyrics, creating instrumental accompaniments</p> <p><b>Listen</b> Oh so quiet!</p>  <p>Exploring dynamics</p>	<p><b>Sing</b> Slap Clap Clap</p>  <p>Body percussions and untuned instruments</p> <p><b>Sing</b> Bow, bow, bow Belinda</p>  <p>Compose and perform new lyrics and actions</p>
	Year 1	<p>Peter and the Wolf</p>  <p>Explore using timbre, dynamics and pitch to tell a story. Change voice to suit different characters while performing appropriate actions. Play contrasting accompaniments to reinforce the verse structure. Identify a simple song structure and rhyme pattern.</p>	<p>Listening with concentration</p> <p>Identify the pulse and rhythm in different pieces</p> <p>Peter and the Wolf</p> <p>Using the voice expressively – Christmas songs</p> 	<p>Sing up!</p> <p>Who stole my chickens?</p>  <p>Make up new lyrics and create short body percussion patterns to accompany the song.</p> <p>Sing familiar songs in low and high voices, recognising higher and lower.</p> <p>Play a partner clapping game while singing a song.</p> <p>Copy short rhythm patterns by ear.</p>	<p>Sing up!</p> <p>Come dance with me!</p>  <p>Create musical phrases from new word rhythms that children invent.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct mallet hold.</p> <p>Listen and copy call-and-response patterns on voices and instruments.</p>	

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<p><b>Year 2</b></p>	<p>Sing up! 'Creepy Castle'</p>  <p>A haunting song which is an ideal stimulus for creating scary sounds and creepy compositions, and making simple graphic scores.</p>	<p>Singing &amp; Performing - Christmas songs &amp; Play Using the voice expressively</p>  <p>Live music - Remembrance assembly</p> <p>Recorded music – Great Fire of London songs on BBC radio</p>	<p>Sing up! 'Grandma rap'</p> 	<p>Singing &amp; performing - Easter songs &amp; Easter Bonnet Parade</p> <p>African drumming experience</p> <p>Live music – African drums</p> 	<p>Sing up! Tanczymy labada</p> 	<p>Singing &amp; performing - end of year assembly, seaside themed - BBC radio sun, sea songs Using the voice expressively</p> <p>Playing tuned instruments - change sound collector poem to beach collector poem and perform to parents</p>
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