








Laurus Primary Music 8 Year Overview

Intent: To deliver an exploratory and child-led approach to musical learning that creates an appreciation of music and develops an understanding of the dimensions of music.






Key Skills:		
Listening and Appraising	Improvisation and Composition	Performance

The Interrelated Dimensions of Music								
Pulse	Rhythm	Pitch	Dynamics	Tempo	Timbre	Structure	Texture	Notation

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

	Autumn		Spring		Summer	
Pre-school  	Listen to increased attention to sounds. Respond to what they have heard expressing their thoughts and feelings. Remember and sing entire songs. (Nativity) .		Sing the pitch of a tone sung by another person (Pitch match). Sing the melodic shape of familiar songs (Moving melody, such as up and down or down and up). Create their own songs or improvise a song around one they know.		Play instruments with increasing control to express their feeling and ideas.	
	Sing in a group or on their own, increasingly matching the pitch and following melody. Explore and engage in music making and dance, performing solo or in groups (Nativity) .		Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups (Spring Sing) .		Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
Rec    	Charanga unit: Me!		Charanga unit: My Stories		Charanga unit: Everyone	
	Charanga unit: Our World		Charanga unit: Big Bear Funk		Charanga unit: Reflect, Rewind and Replay	
Key Stage 1: Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music add experiment with, create, select and combine sounds using the inter-related dimensions of music.						
Year 1: 	Focus/genre: Differences between pulse, rhythm and pitch		Focus/genre: Reggae and Hip Hop styles		Focus/genre: Different styles of music	
	Charanga unit: Hey, You!		Charanga unit: Rhythm in The Way We Walk, Banana Rap		Charanga unit: In The Groove	
Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.						
	Autumn		Spring		Summer	

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Year 2 	Focus/genre: South African music	Focus/genre: Christmas songs	Focus/genre: Ensemble playing / Rock music	Focus/genre: Reggae	Focus/genre: Friendship	Focus/genre: Consolidation of Learning
	Charanga unit: Hands, Feet, Heart	Charanga unit: Ho Ho Ho	Charanga unit: I Wanna Play in a Band	Charanga unit: Zootime	Charanga unit: Friendship Song	Charanga unit: Reflect, Rewind and Replay
	Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.					
Key Stage 2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They should: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.						
Year 3 Ukulele 	Focus/Key skills: Play in a class ensemble using tuned and untuned percussion. Sing, using dynamic contrasts.	Focus/key skills: Recognise all four families of the orchestra. Recall a simple tune/song from memory.	Focus/key skills: Listen to a selection of different and live music. Develop understanding of the history of music.	Focus/key skills: Use rhythm flash cards and graphic scores. Notation middle C – A.	Focus/key skills: Improvise using all known rhythm tags. Compose a piece in binary AB form.	Focus/key skills: Play in class ensemble developing ability to play a tuned instrument over a sustained period. (Performance)
	Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.					
Year 4 Samba Percussion 	Focus/key skills: Play in a class ensemble with a sense of the rest of the group. Sing, using tempo and dynamic contrasts.	Focus/key skills: Pick out key individual instruments in a piece. Clap back 2 bar rhythm patterns.	Focus/key skills: Talk about how music makes you feel, showing understanding of structure, dynamic and tempo.	Focus/key skills: Use rhythm flash cards and graphic scores. Notation middle C – C.	Focus/key skills: Improvise using all known rhythm tags. Compose a piece in binary ABA form.	Focus/key skills: Play in class ensemble developing ability in the basic skills of an instrument over a sustained period. (Performance)
	Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.					
Year 5 	Focus/genre: Classic Rock	Focus/genre: Improvisation	Focus/genre: Pop music	Focus/genre: Hip Hop music	Focus/genre: Motown music	Focus/genre: Consolidation of Learning
	Charanga unit: Livin' On A Prayer	Charanga unit: Classroom Jazz 1	Charanga unit: Make You Feel My Love	Charanga unit: The Fresh Prince of Bel Air	Charanga unit: Dancing In The Street	Charanga unit: Reflect, Rewind and Replay
	Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.					
Year 6 	Focus/genre: Pop and Motown - Happiness	Focus/genre: Improvisation	Focus/genre: Composers – Benjamin Britten	Focus/genre: Female composers – Carol King	Focus/genre: Inspirational women working in music	Focus/genre: Consolidation of Learning
	Charanga unit: Happy	Charanga unit: Classroom Jazz 2	Charanga unit: A New Year Carol	Charanga unit: You've Got a Friend	Charanga unit: Music and Me	Charanga unit: Reflect, Rewind and Replay
	Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.					



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