Laycock Primary School

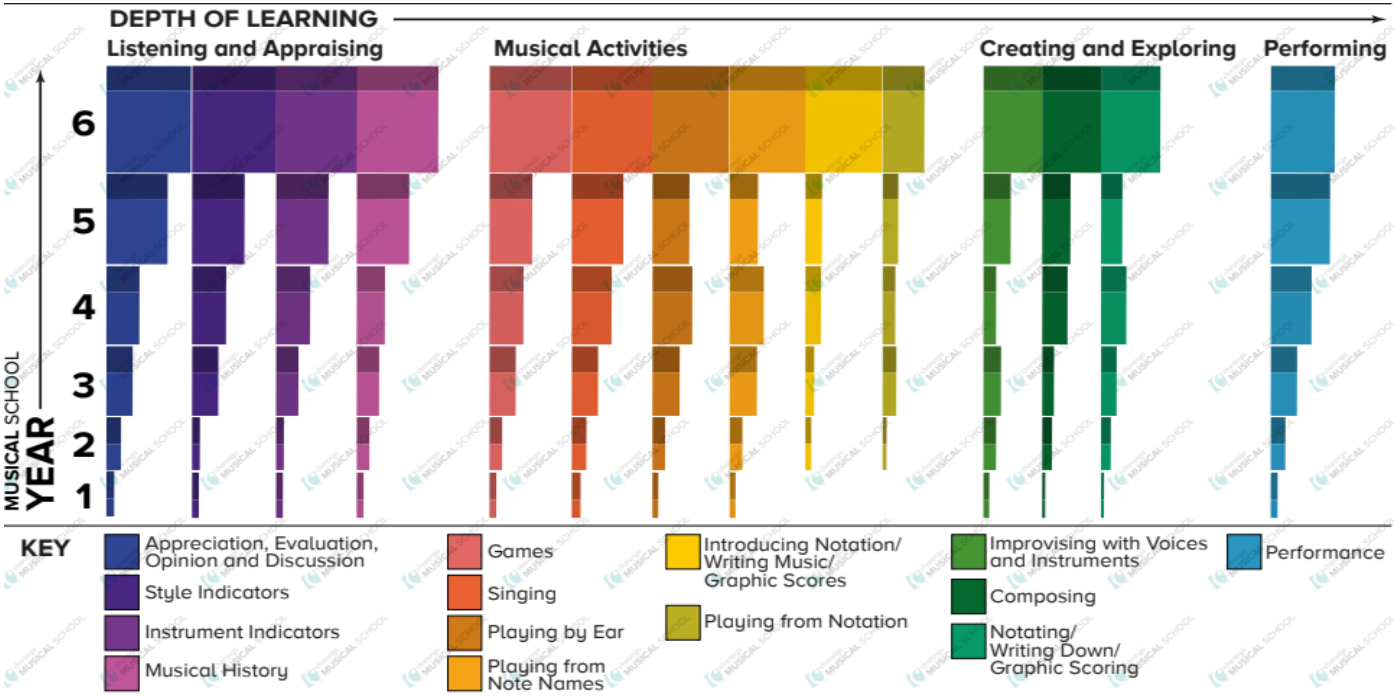
Whole School Music Curriculum Overview 2023-2024

	Listen & Appraise	Musical Activities	Creating & Exploring	Performing
EYFS	*To learn that music can touch your feelings. *To enjoy moving to music by dancing, marching, being animals or Pop stars.	*To sing along with a pre-recorded song and add actions. *To sing along with the backing track.	*FInd the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. *Copy basic rhythm patterns of single words, building to short phrases from the song/s. *Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. *Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. *Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns	*Perform any of the nursery rhymes by singing and adding actions or dance. *Perform any nursery rhymes or songs adding a simple instrumental part. *Record the performance to talk about.
Y1	* To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	*Learn about voices, singing notes of different pitches (high and low). *Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. *Learn to start and stop singing when following a leader.	*FInd the pulse. Choose an animal and find the pulse. *Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. *Create rhythms for others to copy. *Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat	*Treat instruments carefully and with respect. *Play a tuned instrumental part with the song they perform. *Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). *Listen to and follow musical instructions from a leader

			*Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	
Y2	*To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. *To learn how songs can tell a story or describe an idea.	* Learn about voices singing notes of different pitches (high and low). * Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). * Learn to find a comfortable singing position. * Learn to start and stop singing when following a leader.	*FInd the pulse. Choose an animal and find the pulse. *Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. *Create rhythms for others to copy. *Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. *Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	*Treat instruments carefully and with respect. *Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). *Play the part in time with the steady pulse. *Listen to and follow musical instructions from a leader.
Y3	*To confidently identify and move to the pulse. *To think about what the words of a song mean. *To take it in turn to discuss how the song makes them feel. *Listen carefully and respectfully to other people's thoughts about the music.	*To sing in unison and in simple two-parts. *To demonstrate a good singing posture. *To follow a leader when singing. *To enjoy exploring singing solo. *To sing with awareness of being 'in tune'. *To have an awareness of the pulse internally when singing.	*Know how to find and demonstrate the pulse. *Know the difference between pulse and rhythm. *Know how pulse, rhythm and pitch work together to create a song. *Know that every piece of music has a pulse/steady beat. *Know the difference between a musical question and an answer.	*To treat instruments carefully and with respect. *Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. *To rehearse and perform their part within the context of the Unit song. *To listen to and follow musical instructions from a leader.
Y4	*To confidently identify and move to the pulse. *To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). *Talk about the music and how it makes them feel. *Listen carefully and respectfully to other people's thoughts about the music. *When you talk, try to use musical words.	*To sing in unison and in simple two-parts. *To demonstrate a good singing posture. *To follow a leader when singing. *To enjoy exploring singing solo. *To sing with awareness of being 'in tune'. *To rejoin the song if lost. *To listen to the group when singing.	*Know how to find and demonstrate the pulse. *Know the difference between pulse and rhythm. *Know how pulse, rhythm and pitch work together to create a song. *Know that every piece of music has a pulse/steady beat. *Know the difference between a musical question and an answer. *Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:	*To treat instruments carefully and with respect. *Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. *To rehearse and perform their part within the context of the Unit song. *To listen to and follow musical instructions from a leader. *To experience leading the playing by making sure everyone plays in the playing section of the song.
Y5	*To identify and move to the pulse with ease. *To think about the message of songs.	*To sing in unison and to sing backing vocals.	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:	*To choose what to perform and create a programme. *To communicate the meaning of the words and clearly articulate them.

	*To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. *Listen carefully and respectfully to other people's thoughts about the music. *When you talk try to use musical words. *To talk about the musical dimensions working together in the Unit songs. *Talk about the music and how it makes you feel.	*To enjoy exploring singing solo. To listen to the group when singing. *To demonstrate a good singing posture. *To follow a leader when singing. *To experience rapping and solo singing. *To listen to each other and be aware of how you fit into the group. *To sing with awareness of being 'in tune'.	*__Bronze Challenge__ ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns *__Silver Challenge__ ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes * __Gold Challenge__ ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation	*To talk about the venue and how to use it to best effect. *To record the performance and compare it to a previous performance. *To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Y6	*To identify and move to the pulse with ease. * To think about the message of songs. *To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. *Listen carefully and respectfully to other people's thoughts about the music. *Use musical words when talking about the songs. *To talk about the musical dimensions working together in the Unit songs. *Talk about the music and how it makes you feel, using musical language to describe the music.	*To sing in unison and to sing backing vocals. *To demonstrate a good singing posture. *To follow a leader when singing. *To experience rapping and solo singing. *To listen to each other and be aware of how you fit into the group. *To sing with awareness of being 'in tune'.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. **1. Play and Copy Back** ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. **2. Play and Improvise** You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.	*To choose what to perform and create a programme. *To communicate the meaning of the words and clearly articulate them. *To talk about the venue and how to use it to best effect. *To record the performance and compare it to a previous performance. *To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

			3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. **Classroom Jazz 2** – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	



At Laycock Primary, we follow the **Charanga** Scheme for Music. In line with the curriculum for music, this approach moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
    1. Warm-up Games
    2. Optional Flexible Games
    3. Singing
    4. Playing instruments
    5. Improvisation
    6. Composition
3. Performing

Laycock Primary School

Whole School Music Charanga Units 2023-2024

	Au1	Au2	Sp1	Sp2	Su1	Su2	CLUBS/OTHER
Y1	Hey You! (Hip Hop)	Rhythm in the Way we Walk and Banana Rap Christmas Concert Songs	In The Groove Glocks	Round and Round	Your Imagination	Reflect, Rewind and Replay Class Performance during Singing Assembly	**Year 1-3 Weekly singing assembly** **Year 1-3 Choir**
Y2	Hands feet heart	Ho Ho Ho! Christmas Concert Songs	I wanna play in a band	Zootime	Friendship Song	Reflect, Rewind and Replay Class Performance during Singing Assembly Summer Fair concert	
Y3	Let Your Spirit Fly	Glockenspiel unit 1 Christmas Concert Songs	Three Little Birds BHM/History Bob Marley	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay Class Performance during Singing Assembly Summer Fair concert	**Year 3 /4 Recorder Club**
Y4	Mamma Mia	Glockenspiel Unit 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay	**Years 4-6-Weekly Singing Assembly**

		Christmas Concert Songs				Class Performance during Singing Assembly Summer Fair concert	**Year 4 Disney Musicals in Schools**
Y5	Livin' On a Prayer	Classroom Jazz Christmas Concert Songs	Make You Feel My Love	The Fresh Prince of Bel Air (Hip Hop)	Dancing in The Street	Reflect, Rewind and Replay Class Performance during Singing Assembly Summer Fair concert	
Y6	Happy- Pharrell Williams (Pop)	Classroom Jazz 2 Christmas concert songs	A New Year Carol- Benjamin Britten	You've got a friend	Music and Me	Reflect, Rewind and Replay Class Performance during Singing Assembly	

Music in the Deaf Provision

At Laycock, we are very privileged to take part in a project called 'Sounding Out' Each of our Deaf Provision classes receive weekly sessions with teachers who specialise in singing and music making with deaf children. One of the teachers, Charlie English, now teaches guitar and ukulele at Laycock and many of our deaf pupils have signed up for lessons as well as many other instruments.

Extra Curricular Music at Laycock

Music making is very important to us at Laycock and pupils can have tuition in the following instruments: Guitar Ukulele Violin Flute Clarinet Recorder. Contact Ms Hardwicke if you would like your child to have lessons.