



## Hagley Primary School Music Overview – Early Years & KS1

NC/EYFS Requirements	Autumn	Spring	Summer	Terminology
<b>Reception</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Terminology</b>
<p><b>Sing:</b> Nursery rhymes, unison, action and counting songs</p> <p><b>Perform:</b> play instruments, including junk-modelled ones, in different ways.</p> <p><i>Play It – nos. 1-3</i></p> <p><b>Create:</b> experiment with different sounds and movement for different purposes including stories.</p> <p><b>Listen:</b> <i>loud/quiet/fast/slow</i> Linked to topic, seasonal</p> <p><b>Respond:</b> words/movement/own music</p>	<p><b>Music Express – Special People, Our Senses</b> Singing in different voices, dynamics, speeds; Taking turns; Exploring different percussion instruments, learn names, play along to songs; Exploring beat and tempo; Exploring making sounds. Songs from <i>Music Express</i> and others e.g. <i>Twinkle Twinkle, When Goldilocks Went, Row Row Row Your Boat</i> etc.</p> <p><b>Create own instruments from junk modelling.</b></p> <p><b>Christmas Performance</b> Learn, rehearse and perform Christmas songs with actions. Add percussion instruments.</p> <p><i>Play It</i> piece number 1.</p>	<p><b>Music Express – Growth and Change, Working World</b> Exploring how sounds are made; Creating effects with sounds; Using loud and quiet dynamics; Creating music to describe people and places. Songs from <i>Music Express</i> and others e.g. <i>Counting songs – ten green apples, five little speckled frogs</i> etc.</p> <p>Listening and responding to music – Winter and Summer music. Talk about instruments – fast/slow, loud/quiet. Compare. Share opinions.</p> <p><b>Compose Weather music using instruments.</b></p> <p><i>Play It</i> piece number 2.</p>	<p><b>Music Express – Moving Patterns, Going Places (Stories and Sounds)</b> Using different voices; Finding singing voice; Singing with others; Controlling pulse, rhythm, dynamics, pitch in songs; Investigating how music is put together; Exploring pitch in songs; (Telling stories using music.)</p> <p>Songs from <i>Music Express</i> and others e.g. Sing Up website for topic-related songs.</p> <p>Listening and responding to music – linked to topic.</p> <p><b>Create a piece of music about topic using percussion instruments.</b></p> <p><i>Play It</i> piece number 3.</p>	<p><i>loud/quiet</i> <i>fast/slow</i> <i>instrument</i> <i>(plus names of some percussion instruments)</i> <i>speed</i> <i>scrape/shake/tap</i> <i>silence</i></p>
<b>Year One</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Terminology</b>
<p><b>Use Voices:</b> Action, counting and theme songs in unison</p> <p><b>Play:</b> tuned and untuned percussion instruments to the words of songs and pulse of music. <i>Play It – nos. 3-7</i></p> <p><b>Experiment:</b> create, select and combine sounds to make music linked to topic; using found/natural/body sounds. Copy rhythm and pitch patterns, question and answer patterns. Record in pictures.</p> <p><b>Listen:</b> <i>dynamics/beat/silence</i> Linked to topic, animals, weather</p> <p><b>Respond:</b> words/movement/own music</p>	<p><b>Music Express – Ourselves, Our Bodies, Our School</b> Creating and controlling vocal and body sounds; Exploring descriptive sounds; Playing with pulse and rhythm; Exploring instruments; Creating a soundscape. Songs from <i>Music Express</i>.</p> <p>Listening and responding to music – <i>The Keel Row, In the Hall of the Mountain King</i>.</p> <p><b>Harvest Performance</b> Learn, rehearse and perform harvest songs with actions. Add percussion instruments.</p> <p>Listening Walk – create map of sounds heard round school.</p>	<p><b>Music Express – Seasons, Water, Weather, Machines</b> Investigating pitch; Pictures to represent sounds; Controlling dynamics; Creating music to represent the weather; Keeping a steady beat; Changing tempo. Songs from <i>Music Express</i></p> <p>Listening and responding to music – <i>Cuckoo, Aquarium from Carnival of the Animals, Pastoral Symphony</i> (Beethoven).</p> <p><i>Play It</i> pieces number 3 &amp; 4. Create own piece linked to topic, using exactly the same format as either piece 3 or 4.</p>	<p><b>Music Express - Storytime, Pattern, Number, Animals, Travel</b> Matching words and melody; Creating music for stories; Playing with beat and rhythms; Keeping a steady beat; Exploring tempo; Identifying high and low pitch; Following a picture score; Creating and performing word rhythm pieces. Songs from <i>Music Express</i>.</p> <p>Listening and responding to music – <i>Chinese Dance</i>.</p> <p><i>Play It</i> piece number 6 &amp; 7. Create own topic-based piece based on same format.</p>	<p><i>long/short</i> <i>length</i> <i>mood</i> <i>dynamics</i> <i>round</i> <i>solo</i> <i>together</i> <i>group</i> <i>sudden</i> <i>beat</i> <i>(names of percussion instruments)</i></p>
<b>Year Two</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Terminology</b>
<p><b>Use Voices:</b> Action and theme songs in unison; two-part rounds</p> <p><b>Play:</b> tuned and untuned instruments musically to the pulse of songs, taking turns, in groups <i>Play It – nos. 7-11</i></p> <p><b>Experiment:</b> create, select and combine sounds to make music linked to topic and musical elements. Keeping the beat and changing the tempo. Copy and invent rhythm and pitch patterns. Record in organised picture “scores” and stick notation.</p> <p><b>Listen:</b> <i>dynamics/tempo/pitch</i> Linked to topic, weather/nature</p> <p><b>Respond:</b> words/art/movement/own music</p>	<p><b>Music Express – Ourselves, Toys, Travel</b> Developing vocal, body and instrumental sounds; Keeping a steady beat; Linking sounds to images; Improvising from a picture score; Creating music with own picture score. Songs from <i>Music Express</i>.</p> <p>Listening and responding to music – Rossini <i>Duet for Two Cats</i>, John Adams <i>Ride in a Fast Machine</i>.</p> <p><b>Christmas Performance</b> Learn, rehearse and perform Christmas songs with actions, different groups singing different verses etc. Add percussion instrument rhythms to help express the mood of the songs.</p>	<p><b>Music Express – Storytime, Our Bodies, Number, Our Land</b> Combining and creating sounds for effect (stories); Exploring repeating patterns (ostinato); Recognising the difference between pulse and rhythm; Exploring timbre and texture to create descriptive music (myths). Songs from <i>Music Express</i>.</p> <p>Listening and responding to music – Tchaikovsky <i>The Nutcracker</i>, Mussorgsky <i>Night on a Bare Mountain</i>, Ziehrer <i>The Snowball Waltz</i></p> <p><i>Play It</i> pieces number 8 and 9. In pairs/groups, choose one of these pieces to create own topic-based piece. Create picture scores, using model.</p>	<p><b>Music Express – Pattern, Animals, Seasons, Weather, Water,</b> Performing rhythms from a score; Organising music; Linking pitch to notation; Singing and playing pitch shapes; Adding rhythmic accompaniment to chants; Composing music to illustrate a story; Developing understanding of pitch; Following a leader. Songs from <i>Music Express</i>.</p> <p>Listening and responding to music – <i>The Lion Sleeps Tonight</i>, Vivaldi <i>Seasons</i></p> <p><i>Play It</i> pieces 10 and 11. Create own piece based on model.</p>	<p><i>beat</i> <i>rhythm</i> <i>pulse</i> <i>repeat</i> <i>sections</i> <i>high/low</i> <i>pitch</i> <i>tempo</i> <i>score</i> <i>symbol</i> <i>(names of percussion instruments)</i></p>

**Play It** is a book of easy pieces for children to play, starting with pictures, moving through symbol/graphic scores and concluding with completely standard notation. Each piece comes with instructions. Each year group has been allocated a few pieces so that children progress in their ability to interpret and create a score as they move through the school.

### KS1 Assembly Listening (Based on MMC Suggestions)

	Autumn	Spring	Summer
<b>Years 1 and 2</b>	<b>Western Classical</b>	<b>Popular and Film Music</b>	<b>Traditional Music and Musicals</b>
	<ol style="list-style-type: none"> <li>1. O Nata Lux (Tallis)</li> <li>2. Rondo Alla Turca (Mozart)</li> <li>3. Canon in D (Pachelbel)</li> <li>4. Brandenburg Concerto No. 1 (Bach)</li> <li>5. Music for the Royal Fireworks (Handel)</li> <li>6. Surprise Symphony – 2<sup>nd</sup> Move. (Haydn)</li> <li>7. Clog Dance (Herold)</li> <li>8. Hebrides Overture (Mendelssohn)</li> <li>9. Mars from the Planets (Holst)</li> <li>10. Bolero (Ravel)</li> <li>11. Chanson du Matin (Elgar)</li> <li>12. Night Ferry (Anna Clyne)</li> </ol>	<ol style="list-style-type: none"> <li>1. Wild Man (Kate Bush)</li> <li>2. Runaway Blues (Ma Rainey)</li> <li>3. Hound Dog (Elvis Presley)</li> <li>4. With a Little Help from my Friends (The Beatles)</li> <li>5. Another One Bites the Dust (Queen)</li> <li>6. Stairway to Heaven (Led Zeppelin)</li> <li>7. Harry Potter (John Williams)</li> <li>8. Jurassic Park (John Williams)</li> <li>9. Star Wars (John Williams)</li> <li>10. The BFG (John Williams)</li> </ol>	<ol style="list-style-type: none"> <li>1. Fanfarra (Brazilian Samba)</li> <li>2. Baris (Indonesian Gamelan)</li> <li>3. Stomp (Walkers – USA)</li> <li>4. The Herring Song ( England)</li> <li>5. I Got Kicked by a Kangaroo (Australia)</li> <li>6. Si, Si, Si (Congo)</li> <li>7. Supercalifragilisticexpialidocious (Mary Poppins – Sherman)</li> <li>8. Oompa Loompa (Charlie and the Choc. Factory – Lesley Bricusse)</li> <li>9. The Bear Necessities (Jungle Book – George Bruns)</li> <li>10. Under the Sea (Little Mermaid – Samuel Wright)</li> <li>11. Circle of Life (The Lion King – Elton John)</li> <li>12. The Greatest Show (The Greatest Showman – Benj Pasek)</li> </ol>

#### KS1 Assembly Songs

Boom Chikka Boom  
 Have You Brought Your Whispering Voice  
 Dr Knickerbocker  
 Kye Kye Koolay  
 An Acre of Land

There Was an Old Man  
 Rain Rain Go Away  
 Star Light, Star Bright  
 Oats and Beans and Barley Grow  
 Underneath the Spreading Chestnut Tree  
 Oliver Cromwell  
 I Got Kicked by a Kangaroo  
 Paintbox

**Music is delivered in KS1 by class teachers. Lessons amount to a minimum of 40 minutes a week, either in one session or two or more shorter sessions. Lessons should involve singing, talking about music, together with either a listening or creating/composing activity. In addition to this, KS1 children have a 20 minute weekly singing/listening assembly led by a specialist.**