

Shorne C of E Primary school

Music Coverage Overview



Pebbles

Week	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
	Theme	Focus	Theme	Focus	Theme	Focus
1	<u>Me!</u>	Nursery Rhymes Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	<u>Everyone!</u>	Nursery Rhymes Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes	<u>Big Bear Funk</u>	Big Bear Funk (Transition)
2						
3						
4						
5						
6						
7	<u>My Stories</u>	Nursery Rhymes I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	<u>Our World</u>	Nursery Rhymes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey	<u>Reflect, Rewind and Replay</u>	Consolidation Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
8						
9						
10						
11						
12						

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Music Coverage Overview



Milestone 1

Week	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
	Theme	Style	Theme	Style	Theme	Style
1	<u>Hey You!</u> (Yr 1) <u>Hands, Feet, Heart</u> (Yr 2)	Old school hip hop (Yr 1) South African styles (Yr 2)	<u>In the Groove</u> (Yr 1) <u>I Wanna Play in a Band</u> (Yr 2)	Blues, Latin, Folk, Funk, Bhangra, Baroque (Yr 1) Rock (Yr 2)	<u>Your Imagination</u> Pop (Yr 1) <u>Friendship Song</u> (Yr 2)	Pop, Films, Musicals (Yr 1) Pop, Soul, Musicals, Film (Yr 2)
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7	<u>Rhythm in the Way We</u> <u>Walk/ Banana Rap</u> (Yr 1) <u>Ho, Ho, Ho</u> (Yr 2)	Reggae, Hip Hop (Yr 1) Christmas, Motown, Big Band (Yr 2)	<u>Round and Round</u> (Yr 1) <u>Zootime</u> (Yr 2)	Latin Bossa Nova, Film scores, Jazz (Yr 1) Reggae (Yr 2)	<u>Reflect, Rewind and</u> <u>Replay</u>	Western classical music, choice, history of music in context
8						
9						
10						
11						
12						

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Milestone 2

Week	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
	Theme	Style	Theme	Style	Theme	Style
1	<u>Let your spirit fly!</u> (Yr 3) <u>Mamma Mia!</u> Abba (Yr 4)	R&B, Western Classical, Musicals, Motown, Soul (Yr 3) ABBA (Yr 4)	<u>Three little birds</u> (Yr 3) <u>Stop!</u> Grime (Yr 4)	Reggae (Yr 3) Grime, Classical, Bhangra, Tango, Latin Fusion (Yr 4)	<u>Bring us together</u> (Yr 3) <u>Blackbird</u> (Yr 4)	Disco/Anthems (Yr 3) The Beatles (Yr 4)
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7	<u>Glockenspiel Stage 1</u> (Yr 3) <u>Glockenspiel Stage 2</u> (Yr 4)	Learning basic instrumental skills by playing tunes in varying styles (music theory, language and composition).	<u>The Dragon Song</u> (Yr 3) <u>Lean on Me</u> (Yr 4)	Music from around the world (Yr 3) Gospel (Yr 4)	<u>Reflect, Rewind and Replay</u>	Western classical music, choice, history of music in context
8						
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10						
11						
12						

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Milestone 3

Week	Terms 1 & 2		Terms 3 & 4		Terms 5 & 6						
	Theme	Style	Theme	Style	Theme	Style					
1	<u>Livin' on a Prayer</u> (Yr 5)	Rock (Yr 5)	<u>Make you feel my love</u> (Yr 5)	Pop Ballads (Yr 5)	<u>Dancing in the Street</u> (Yr 5)	Motown (Yr 5)					
2											
3											
4							Pop/Motown (Yr 6)	<u>Benjamin Britten – A new Year Carol</u> (Yr 6)	Benjamin Britten (Western Classical Music), Gospel, Bhangra (Yr 6)	<u>Music and Me</u> (Yr 6)	Contemporary, music and identity (Yr 6)
5											
6											
7	<u>Classroom Jazz 1</u> (Yr 5)	Jazz (Yr 5)	<u>The Fresh Prince of Bel Air</u> (Yr 5)	Hip Hop (Yr 6)	<u>Reflect, Rewind and Replay</u>	Western classical music, choice, history of music in context					
8											
9											
10							Jazz, Latin, Blues (Yr 6)	<u>You've got a friend</u> (Yr 6)	The Music of Carole King (Yr 6)		
11											
12											
12											



Essentials for Progress **Threshold Concepts**

	Milestone 1	Milestone 2	Milestone 3
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.

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Threshold Concepts

	Milestone 1	Milestone 2	Milestone 3
To transcribe	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.
To describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.