

Gillespie Music Overview 2015- 2016

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Nursery	Introductory music skills <ul style="list-style-type: none"> Tuning in, reacting quickly, quiet/loud. Introducing percussion instruments. Singing action songs with a strong sense of pulse 	Christmas Show	Introductory music skills <ul style="list-style-type: none"> Following a leader- copy me, sing when I show you. Listening and Responding to short melodic and rhythmic phrases Singing songs to So and Mi 	Pulse and Rhythm <ul style="list-style-type: none"> Repeating short rhythmic patterns to a pulse. Signing songs with actions that fall on the pulse 	Dalcroze movement <ul style="list-style-type: none"> Responding to music through movement and dance sing songs using Mi and So 	Following the leader <ul style="list-style-type: none"> Playing in time to a beat. Clapping and chanting rhythm ostinati
Reception	The Band Can Play . <ul style="list-style-type: none"> Listening and Responding to short melodic and rhythmic phrases Sing songs to Mi, So and Do 	Christmas Show	Treasure Island <ul style="list-style-type: none"> Following a leaders To compose music for the 'Island'- selecting sounds Sing songs to Mi, So and Do 	Carnival of the Animals <ul style="list-style-type: none"> Dance and music- exploring movement and emotion Engaging with classical music and exploring sound colours. 	Jack and the Beanstalk <ul style="list-style-type: none"> Crescendos, notation, vocal effects to a known story 	Class Performance <ul style="list-style-type: none"> Preparation for a sharing performance to parents.
Year 1	Feel the pulse <ul style="list-style-type: none"> To be able to keep a steady pulse To recall simple rhythms 	Christmas Show	Explore duration through the LSO Project <ul style="list-style-type: none"> To use their voices to make long and short sounds To use instruments to make long and short sounds 	Sounds interesting <ul style="list-style-type: none"> How sounds can be used expressively How words can describe sounds 	Exploring timbre, tempo and dynamics <ul style="list-style-type: none"> To relate sounds to symbols To identify different ways instruments can make sounds 	Taking off (Exploring pitch) <ul style="list-style-type: none"> To explore expressive use of sounds To understand what is meant by pitch
Year 2	The Long and Short of It through LSO project, The Queens Hat. <ul style="list-style-type: none"> To be able to keep a steady pulse and clap a rhythm To use instruments to create rhythms with crotchets, quavers and crotchet rests 	Christmas Show	Feel the Pulse <ul style="list-style-type: none"> Developing sense of pulse through musical games and songs. (Using notation) 	Exploring pitch <ul style="list-style-type: none"> Developing sense of pitch through song and extending recognition of solfege hand signals. 	What's the Score <ul style="list-style-type: none"> Making cartoon scores for music compositions 	Exploring sounds <ul style="list-style-type: none"> Exploring sounds colours through instruments and storytelling

Year 3	Playground Musical Games <ul style="list-style-type: none"> Developing the singing voice through movement and game with a focus on accurate pitching. Learn three musical singing games Encouraging children to sing with expression- posture and diction To explore body percussion To create a 2 bar rhythmic ostinato. 	Christmas Show	African Djembe Drumming <ul style="list-style-type: none"> Play the Djembe in a class ensemble responding to musical cues. Copy and play back short rhythmic patterns in time to the common pulse. Learn to play rhythmic phrases by ear Improvise over four beats. Develop singing diction through learning traditional acapella Call and Response songs. Perform 'Maleezweh' with a percussion accompaniment. 	Recorder Project Three Little Birds <ul style="list-style-type: none"> Explore the texture and structure of 'Three Little Birds' Learn to play the descant recorder Read the notes B A and G on western staff notation Recall short melodic and rhythmic phrases. Apply dynamics to a performance 	Recorder Project Rainforest music <ul style="list-style-type: none"> Create a soundscape to represent the sounds of the Amazonian rainforest. Play tuned and un tuned percussion with developing control and fluency Create and develop a graphic score 	
Year 4	Year 4 MUSIC FIRST STRING PROGRAMME – Caroline (Violins), Claudine (Violas) The Year 4 music lesson starts with 45 minutes curriculum time followed by 45 minutes string instrument learning					
	Playground Musical Games <ul style="list-style-type: none"> Developing the singing voice through movement and game with a focus on accurate pitching. Develop the awareness of pulse and rhythm through learning musical singing games Encouraging children to sing with expression- posture and diction 	Christmas Show	Singing Rounds <ul style="list-style-type: none"> To maintain an independent singing part - developing tone, balance, blend and expression Learn to sing rounds from a wide variety of cultures and tradition. 	Art on the Underground- Composition Project <ul style="list-style-type: none"> To compose a piece of music that reflects a journey travelling along the Victoria Line Create a rhythmic and melodic musical motif Use tempo, dynamics, structure and texture. 	The Orchestra <ul style="list-style-type: none"> Learn about the instruments of the orchestra Evaluate three orchestral works and explore their distinctive musical features Explore the timbre of the four instrument groups 	Charanga- Friday Afternoon Project <ul style="list-style-type: none"> Learn a Britten folk song- refining the singing through focusing on breathing and sound production Explore the traditional folk music of the British Isles

Year 5	<p>Lean on Me</p> <ul style="list-style-type: none"> Learn to sing 'Lean on Me' in two parts. Learn to play the chord progression on classroom instruments with a focus on communication, following a leader and keeping to the pulse. Create a class arrangement with strings, the voice, body percussion and classroom instruments. Children to make musical decisions- structure, texture and dynamics. 	<p>Christmas Show</p>	<p>Friday Afternoon Project</p> <ul style="list-style-type: none"> To perform 'Baskliei' in two parts Compose a minimalist musical accompaniment exploring duration, timbre and pitch. Use body percussion and the voice to create atmospheric vocal ostinatos Maintaining your singing part in a two part song- 	<p>Javanese Gamelan</p> <ul style="list-style-type: none"> Learn and perform a class arrangement of a Gamelan cycle Explore scales used in Javanese Gamelan music Compose a rhythmic ostinato Improvise a two bar melody using the notes from a Javanese scale 	<p>Djembe Drumming</p> <ul style="list-style-type: none"> Learn to play rhythmic phrases by ear with increasing confidence Improvise over four bars. compose a call and response break using the two tones on the Djembe Perform a piece of music with cross and polyrhythm 	<p>Chopin Piano- Stop go animation</p> <ul style="list-style-type: none"> Analyse a Chopin extract used in the film 'Magic Piano' Create stop go animation in groups responding to the musical dimensions
Year 6	<p>Rock n Roll</p> <ul style="list-style-type: none"> Listen to and analyse the features of Rock n Roll music Learn to sing and play Hound Dog Learn to play the 12 bar blues chord progression Improvise over 8 beats using notes from the chord progression 	<p>Christmas Show</p>	<p>Vocal Mashups</p> <ul style="list-style-type: none"> To sing acapella in two to four parts To compose a body percussion riff to accompany a vocal mashup To mash together two songs which have the same chord structure To apply the musical dimensions in a small group 	<p>Music Technology</p> <ul style="list-style-type: none"> Learn to use Sonic PI to produce electronic music samples Explore texture and dynamics through layering sound 	<p>Samba Drumming</p> <ul style="list-style-type: none"> Weekly 6 week workshop led by Highbury Fields Specialist. Ending with a performance 	<p>Leavers Performance</p> <ul style="list-style-type: none"> Working with the class teacher to develop a musical performance.

	<ul style="list-style-type: none">• Study and create a lyrical flowchart for Rock n Roll songs		mashup.			
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