



# Fen Ditton Primary Music Overview 2020-2021



	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
	<p><b>Whole School focus – Listening Threshold Concept;</b> To Describe Music.</p>	<p><b>Whole School focus – Transcribe &amp; Perform Threshold Concept;</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p><b>Whole School focus – Compose &amp; Perform Threshold Concept;</b> This concept involves appreciating that music is created through a process which has a number Of techniques</p>
Reception	<p><b>EYFS</b>  <b>22-36</b> – Shows an interest in the way musical instruments sounds.  <b>22-36</b> – Creates sounds by banging shaking tapping or blowing</p> <p><b>(Charanga /Freestyle / EYFS Units and Collections / musical Activities / Listening weeks 1-5)</b>            Learn the name of some instruments – drums, guitar, trumpet, violin, etc – can they hear the instruments in the pieces of music? Can they clap along or move to the music? Can they play percussion instrument in time to the music?</p>	<p><b>EYFS</b>  <b>30-50</b> – ‘Taps out simple repeated rhythms’  <b>30-50</b> – ‘Explores how sounds can be changed.’  <b>22-36</b> – Joins in singing favourite songs.</p> <p><b>Charanga unit – ‘Our World’</b>            Encourage the children to explore the different sounds they can make on instruments or with their bodies. Can they make lots of quick noises, wiggly noises or ones that start down low and go really high? Can they draw a picture or what their music looks like? Can they make some music for Incy-Wincy to climb up the spout too?            Enjoy singing songs of your choice from <b>Sing up</b></p>	<p><b>EYFS</b>  <b>30-50</b> – ‘Sings familiar songs / moves rhythmically.’  <b>40-60</b> – Builds up a repertoire of songs.  <b>40-60</b> – Explores the different sounds of instruments.</p> <p><b>Charanga unit – Big Bear Funk.</b>            Let the children play with percussion instruments. Explore the concepts of loud and soft and slow and fast. Be a conductor and get the children to start and stop when you command them too? Can they find instruments that sound nice together? Can they come up with their own musical pattern?            Enjoy singing songs of your choice from <b>Sing up</b></p>
Years 1 and 2	<p><b>Mile Stone 1 / listening</b></p> <ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul> <p>Aim to listen to 3 different pieces of music each week. Use <b>Charangas ‘Listening Centre’</b> to find music. If you put a musical term, such as ‘timbre’, in the search box at the top of the home page it will provide you with videos to explain the terminology and activities and pieces to listen to. Encourage the children to clap along to the beat / tempo of the music and express their views on each piece. Learn the name of some instruments – cymbals, cello, bassoon, guitar, trumpet, violin, etc – can they hear the instruments in the pieces of music?</p>	<p><b>Mile Stone 1 / Transcribe &amp; Perform</b></p> <ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance</li> <li><b>Take part in singing, accurately following the melody.</b></li> </ul> <p><b>Charanga unit – ‘Round + Round’ (Bosa Nova / Latin)</b>            Nice slow song - great for clapping along with the pulse. Focus on playing percussion instruments slowly along with the beat. Can the children make up their own beat to the music – maybe they might bang then shake then bang, shake shake. Etc. Use pictures and tables to show when we will make a beat and when they will rest.            Enjoy singing songs of your choice from <b>Sing up</b></p>	<p><b>Mile Stone 1 / Compose &amp; Perform</b></p> <ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low)</li> <li>Create short, rhythmic phrases.</li> <li><b>Follow instructions on how and when to sing or play an instrument.</b></li> </ul> <p><b>Year 1 Charanga Unit – ‘Hey You’ (Rap)</b>            Great for clapping/ keeping a pulse / making up new lyrics and creating new rhythms. You could introduce them to tubed instruments such as chimes and bells.            Enjoy singing songs of your choice from <b>Sing up</b></p>
Years 2 and 3	<p><b>Mile Stone 2 / listening</b></p> <ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> </ul>	<p><b>Mile Stone 1 and 2/ Transcribe &amp; Perform</b></p> <ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance</li> </ul>	<p><b>Mile Stone 1/ Compose &amp; Perform</b></p> <ul style="list-style-type: none"> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> </ul>

	<p>Aim to listen to 3 different pieces of music each week. Use Charangas 'Listening Centre' to find music. If you put a musical term, such as 'timbre', in the search box at the top of the home page it will provide you with videos to explain the terminology and activities and pieces to listen to. Encourage the children to clap along to the tempo of the music, express their views and use musical terminology. Make a display of musical vocabulary / and instruments and add to it week on week. Start comparing the pieces you listen to and group by genre.</p>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• <b>Make and control long and short sounds, using voice and instruments.</b></li> </ul> <p><b>Y2 Charanga Unit – 'Hands, feet, Heart' (African Music)</b> Great for making up our own African drum beats and recording them with dots and pictures. Enjoy singing songs of your choice from <b>Sing up</b></p>	<ul style="list-style-type: none"> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> <li>• <b>Imitate changes in pitch.</b></li> </ul> <p><b>Charanga unit – 'Zootime' (Reggae)</b> Great for composing new lyrics and melodies and rhythms to accompany the slow reggae beat. Use tuned instruments such as Boomwhackers, bells &amp; Glockenspiels. Enjoy singing songs of your choice from <b>Sing up</b></p>
<b>Years 3 and 4</b>	<p><b>Mile Stone 2 / Listening</b></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss the effect the piece has on their mood and feelings.</li> </ul> <p>Aim to listen to 3 different pieces of music each week. Use Charangas 'Listening Centre' to find music. If you put a musical term, such as 'timbre', in the search box at the top of the home page it will provide you with videos to explain the terminology and activities and pieces to listen to. Encourage the children to clap along to the tempo of the music, express their views and use musical terminology. Make a display of musical vocabulary and add to it week on week. Start comparing the pieces you listen to and group by Genre or even plot them on a musical timeline.</p>	<p><b>Mile Stone 2/ Transcribe &amp; Perform</b></p> <ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• <b>Sing from memory with accurate pitch.</b></li> <li>• <b>Sing in tune.</b></li> </ul> <p><b>Y3 Charanga Unit – 'Let your Spirt Fly' (RnB)</b> Nice slow song – perfect for children to create a slow drum beat accompaniment. Then record their rhythms. It has a challenging melody – so it will encourage them to think about pitch. It also has a recorder part with the notes (FACE EGBF (Not D) So they can practice reading these notes on the musical stave. Enjoy singing songs of your choice from <b>Sing up</b></p>	<p><b>Mile Stone 2/ Compose &amp; Perform</b></p> <ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• <b>Maintain a simple part within a group.</b></li> </ul> <p><b>Y3 Charanga Unit – 'The Dragon Song' (Pop / Folk)</b> Lovely song about friendship. It is a difficult one to sing but it introduces the children to the idea of a song being a story. They can then compose their own lyrics about friendship or about Dragons. You can use Charanga to model composing a new melody based around 'The Dragon song' and the children could use tuned instruments such as glockenspiels to copy. Enjoy singing songs of your choice from <b>Sing up</b></p>
<p><b>Years 4 and 5</b></p> <p><b>Spring Term – Same planning as year 5/6 so you</b></p>	<p><b>Mile Stone 3 / Listening</b></p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, solo, rounds, harmonies, accompaniments.</li> </ul> <p>Aim to listen to 3 different pieces of music each week. Use Charangas 'Listening Centre' to find music. If you put a musical term, such as 'timbre', in the search box at the top of the home page it will provide you with videos to explain the terminology and activities and pieces to listen to. Pick a new musical term each week. Encourage the children to use the new term when describing music. I'd encourage talk about the possible genre of the music and maybe even plot the pieces on a musical time line or group by genre.</p>	<p><b>Mile Stone 2 and 3/ Transcribe &amp; Perform</b></p> <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• <b>Pronounce words within a song clearly.</b></li> <li>• <b>Show control of voice.</b></li> </ul> <p>Enjoy singing songs of your choice from <b>Sing up</b> Learn how to read and play notes on a musical stave using; <b>Charanga Unit Glockenspiel 2 or Blown away /2 (Covid 19 – Dependent)</b></p>	<p><b>Mile Stone 2/ Compose &amp; Perform</b></p> <ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes. (Drones)</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• <b>Play notes on an instrument with care so that they are clear.</b></li> <li>• <b>Perform with control and awareness of others.</b></li> </ul> <p><b>Y5 Charanga Unit – 'The Fresh Prince of Bel-Air' Rap</b> This song tells a story and it has a repeating drone to accompany the song. Can the children create their own simple story lyrics, repetitive drone and maybe add a percussion rhythm. (I am going to buy or beg for second hand keyboards – a class set.)</p>

		<p><b>Freestyle Charanga unit – Journey ‘Don’t stop Believing’ – (Rock Anthem)</b> This piece has a simple 2 part harmony that you can learn and the accompaniment has a ‘B Flat’ in it – so the children can have a go at transcribing / composing an accompaniment part.</p>	
<p><b>Years 5 and 6</b></p>	<p><b>Mile Stone 3</b></p> <ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, solos, rounds, harmonies, accompaniments and cultural context.</li> <li>Describe how lyrics often reflect the cultural context of music and have social meanings.</li> </ul> <p>Pick a new musical term each week. Encourage the children to use the new term when describing music. I’d encourage talk about the possible genre of the music and maybe even plot the pieces on a musical time line or group by genre. (All the Charanga music has a musical blurb to tell you about each piece) I would use ‘SING UP’ or Charanga Sing’ to listen to some up to date songs for the second bullet point.</p>	<p><b>Mile Stone 3 / Transcribe &amp; Perform</b></p> <ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical staff.</li> <li>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and b (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul> <p><b>Sing or play from memory with confidence.</b></p> <ul style="list-style-type: none"> <li>Perform solos or as part of an ensemble.</li> </ul> <p>Enjoy singing songs of your choice from <b>Sing up</b> Learn how to read and play notes on a musical staff using; <b>Charanga Unit Glockenspiel 2 or Blown away /2_(Covid 19 – Dependent)</b></p> <p><b>Freestyle Charanga unit – Journey ‘Don’t stop Believing’ – (Rock Anthem)</b> This piece has a simple 2 part harmony that you can learn and the accompaniment has a ‘B Flat’ in it – so the children can have a go at transcribing / composing an accompaniment part. Enjoy singing songs of your choice from <b>Sing up</b></p>	<p><b>Mile Stone 3 / Compose &amp; Perform</b></p> <ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinato (based on the pentatonic scale).</li> <li>Convey the relationship between the lyrics and the melody.</li> </ul> <p><b>Sing or play expressively and in tune.</b></p> <ul style="list-style-type: none"> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> </ul> <p><b>Y6 Charanga unit – ‘You’ve got a friend’ – (POP)</b> This piece has a challenging melody and a 2 part harmony that will extend the singing ability of your class. The children can learn a lot from the lyrical writing of carol king songs and create their own friendship lyrics to sing over this slow melody. Enjoy singing songs of your choice from <b>Sing up</b></p>

I have included a list of useful websites to support with teaching lessons on composing.

[BBC Teach](#) – composing Music KS2 KS3

[Teach Primary](#) – a great article on the process of creating a composition.

[BBC Bitesize](#) – has loads of great videos to describe different musical terms and a video explaining notation and composition.