

## Music Overview at Girton Glebe

### Intent Statement:

Girton Glebe is a community centred Primary school focused on empowering learners to achieve their full potential. We want our children to leave our school with the confidence that comes from possessing a bank of essential knowledge as well as important skills they can apply throughout life. This approach will lead pupils to be successful, independent and motivated learners in readiness for their next stage of education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p style="text-align: center;">All About Me Sing Up – I've Got a Grumpy Face/ The Sorcerer's Apprentice</p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions. Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>• Respond to music in a range of ways e.g. movement, talking, writing</li> <li>• Seasonal/Topical Songs</li> </ul>	<p style="text-align: center;">Festivals Sing Up - Witch, Witch</p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song</li> </ul> <p style="text-align: center;">Seasonal/Topical Songs</p>	<p style="text-align: center;">Glorious Growing Sing Up! The Cuckoo Polka &amp; Up and Down</p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music</li> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul> <p style="text-align: center;">Seasonal/Topical Songs</p>	<p style="text-align: center;">Marvellous Minibeasts Sing Up! Five fine Bumblebees</p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance</li> </ul> <p style="text-align: center;">Seasonal/Topical Songs</p>	<p style="text-align: center;">Superheroes Sing Up! Bow, Bow, Belinda</p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> <li>• Listen to and talk about folk songs from North America</li> <li>• Seasonal/Topical Songs</li> </ul>	
<b>Year 1</b>	Dinosaur Planet	Our Wonderful World	Memory Box	Bright Lights, Big City	Bright Lights, Big City	Bright Lights, Big City

	<p><b>Carnival of the Animals - Fossils</b></p> <ul style="list-style-type: none"> <li>• Discovering timbral sounds of the orchestra</li> <li>• Pulse and rhythm</li> <li>• Controlling and manipulating sounds</li> <li>• Performing together as an ensemble</li> <li>• Using different forms of notation to understand when to play/be silent</li> <li>• Seasonal /Topical songs</li> </ul>	<p><b>Sing UP! Menu song &amp; African Influences</b></p> <ul style="list-style-type: none"> <li>• Active listening (movement)</li> <li>• Beat</li> <li>• Create a dramatic group performance using kitchen-themed props.</li> <li>• Sing a cumulative song from memory, remembering the order of the verses.</li> <li>• Play classroom instruments on the beat.</li> <li>• Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mi-re-do.</li> <li>• Listen and move in time to the song</li> <li>• Seasonal /Topical songs – Sing Up-Continents &amp; Oceans song</li> </ul>	<p><b>Sing UP! The King is in the Castle / Magical Musical Aquarium</b></p> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Rhyme</li> <li>• Explore using timbre, dynamics and pitch to tell a story.</li> <li>• Stories through music.</li> <li>• Unison singing, cumulative songs, understanding call and response structures in music.</li> <li>• Use the voice in different ways to show characters in a musical story.</li> <li>• Understand how music and musical instruments can be used to tell a story. Develop a sense of pulse, pitch, dynamics.</li> <li>• Introduction to graphic notation to plan and plot a musical soundscape.</li> <li>• Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. <ul style="list-style-type: none"> <li>• Sing a unison song rhythmically and in tune.</li> <li>• Play percussion instruments expressively representing the</li> </ul> </li> </ul>	<p><b>Charanga - Hey You!</b></p> <ul style="list-style-type: none"> <li>• Discovering American influences – Hip Hop &amp; Rap styles</li> <li>• Exploring the voice using Rap &amp; chant. Unison singing, single-tone and two-tone pitch singing. Discovering the pulse.</li> <li>• Developing aural training skills.</li> <li>• Responding to musical “questions”, developing initial improvisational &amp; compositional skills. Following a call &amp; response structure.</li> <li>• Seasonal /Topical songs</li> </ul>	<p><b>Charanga – In The Groove</b></p> <ul style="list-style-type: none"> <li>• Discovering jazz/swing as a genre</li> <li>• Using the voice to sing in unison with increasing accuracy</li> <li>• Listening for minor changes</li> <li>• Playing with a sense of pulse and rhythm</li> <li>• Responding to musical questions and developing improvisation skills within a structure</li> <li>• Seasonal /Topical songs</li> </ul>
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			<p>character of their composition.</p> <ul style="list-style-type: none"> <li>• Listen to Aquarium, reflecting the character of the music through movement</li> </ul> <ul style="list-style-type: none"> <li>• Seasonal /Topical songs</li> </ul>		
<p><b>Year 2</b></p>	<p><b>Land Ahoy!</b>  <b>Sing Up! What shall We Do With A Drunken Sailor</b></p> <ul style="list-style-type: none"> <li>• Sea Shanties Unison and simple part-singing.</li> <li>• Whole class performing using tuned and untuned percussion.</li> <li>• Repeated riffs and drones.</li> </ul>	<p><b>Magnificent Monarchs</b>  <b>Sing Up! – Greensleeves and Fanfare for the Common Man</b></p> <ul style="list-style-type: none"> <li>• Discovering ostinato, drones and modes.</li> <li>• Composing simple fanfares using repeated rhythms and simple chords</li> <li>• Playing and performing as part of a larger ensemble and recognising layers in music</li> </ul>	<p><b>Movers and Shakers</b>  <b>Grandma Rap &amp; Swing-a-long with Shostakovich – Sing Up!</b></p> <ul style="list-style-type: none"> <li>• Duration (crotchet, quavers, crotchet rest) <ul style="list-style-type: none"> <li>• Unison</li> <li>• Round</li> <li>• Compose 4-beat patterns.</li> <li>• Chant rhythmically and perform in unison and in a round.</li> <li>• Chant and play rhythms (using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers) and ‘shh’ (crotchet rests) from stick notation.</li> <li>• Learn a clapping game to Hi lo chicka lo</li> <li>• Listen to a variety of music and show the following durations with actions</li> </ul> </li> </ul>	<p><b>Coastline</b>  <b>The Rockpool Rock</b></p> <ul style="list-style-type: none"> <li>• Discovering structures in music</li> <li>• Singing in unison and 2-parts</li> <li>• Performing and composing as individuals and small groups.</li> <li>• Discovering Rock &amp; Roll as a genre.</li> </ul>	<p><b>Coastline</b>  <b>BBC 10 Pieces – Charanga Britten’s Sea Interludes – Storm</b></p> <ul style="list-style-type: none"> <li>• 20<sup>th</sup> Century orchestral music</li> <li>• listen and reflect on a piece of orchestral music <ul style="list-style-type: none"> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> </li> <li>• tension &amp; relaxation in music.</li> <li>• Composing with Britten’s Sea Interludes, mixed ensemble performance.</li> </ul>

Year 3			<p>'walk' (crotchet) and 'jogging' (quavers)</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Swing-a-long</p> <ul style="list-style-type: none"> <li>• 20th century classical music</li> <li>• 2- and 3-time</li> <li>• Beat</li> <li>• Beat groupings</li> </ul> <ul style="list-style-type: none"> <li>• Create action patterns in 2- and 3- time.</li> <li>• Mark the beat by tapping, clapping and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs.</li> <li>• Move freely and creatively to music using a prop.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Charanga</b> – Rhythm Grid composition in 2 &amp; 3 time; introducing crotchet &amp; quaver notation.</li> <li>• Ternary Composition in pairs.</li> </ul>		<p>Move this to Summer 1 in 23/24</p> <p>Will Be The Rockpool Rock in 23/24</p>
	<p>Through the Ages</p> <p>Sing Up! – Time</p>	<p>Through the Ages</p> <p>Sing UP! Time &amp; Tell Me a Story</p>	<p>Rocks, Relics and Rumbles</p> <p>Latin America/Ukuleles Sing Up! Big Sing Up Mambo &amp;</p>	<p>Flow</p> <p>Charanga – Mamma Mia</p>	<p>Flow</p> <p>Sing Up! Just 3 notes &amp; Hey Dumba</p>

	<ul style="list-style-type: none"> <li>• Whole term, whole class ensemble playing using tuned and untuned percussion</li> <li>• Cyclical patterns built on ostinato</li> <li>• Discovering texture</li> <li>• Controlling and manipulating sounds to communicate an idea</li> <li>• Understanding how to use a range of different notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Singing in unison and simple 2-part harmony</li> <li>• Discovering characteristics of tonality to communicate character</li> <li>• Learning to perform an ostinato accompaniment using tuned percussion.</li> </ul>	<p style="text-align: center;"><b>Latin Dance</b></p> <ul style="list-style-type: none"> <li>• Discovering Latin Influences</li> <li>• Ostinato patterns</li> <li>• Developing a sense of texture</li> <li>• Son Clave rhythm</li> <li>• Whole class instrumental focus</li> <li>• <b>Latin Dance</b> – moving and playing in time with a syncopated beat. Progressive repertoire of notes and simple chords.</li> <li>• Stave notation</li> <li>• Ukulele tab</li> <li>• Chords</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering Pop music as a genre</li> <li>• Structure in music</li> <li>• Composing within a structure.</li> <li>• Developing aural response,</li> <li>• improvising and composing with a pentatonic pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• 20<sup>th</sup> Century Classical music - Minimalism</li> <li>• Compose music, structuring short ideas into a bigger piece.</li> <li>• Pitch (C-D-E) <ul style="list-style-type: none"> <li>• Rhythm patterns</li> <li>• Structure</li> <li>• Dot notation</li> <li>• Invent simple patterns using rhythms and notes C-D-E.</li> <li>• Notate, read, and follow a 'score'.</li> <li>• Recognise and copy rhythms and pitches C-D-E</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Year 4</b></p>	<p style="text-align: center;"><b>Road Trip USA!</b></p> <p style="text-align: center;"><b>Introduction to Blues</b></p> <ul style="list-style-type: none"> <li>• Introduction to 20<sup>th</sup> Century blues &amp; jazz as a genre</li> <li>• Musical texture and the role of each part</li> <li>• Simple harmony part songs, (Harmony Blues)</li> <li>• whole class performance</li> <li>• improvisation over a fixed bass line</li> </ul>	<p style="text-align: center;"><b>Invasion</b></p> <p style="text-align: center;"><b>Sing UP! Planet Pentatonics Gamelan</b></p> <ul style="list-style-type: none"> <li>• Discovering music from other traditions – Indonesia.</li> <li>• Performing and composing within a structure using pentatonic modes and different rhythm patterns. Understanding and using rhythm and notation.</li> </ul>	<p style="text-align: center;"><b>Misty Mountain, Winding River</b></p> <p style="text-align: center;"><b>Ukuleles – Sing Up! The Doot Doot Song.</b></p> <p style="text-align: center;"><b>Whole class instrumental focus</b></p> <ul style="list-style-type: none"> <li>• Rediscover the ukulele from last year.</li> <li>• Simple stave notation, progressive chord and note repertoire on ukuleles.</li> <li>• Scat singing</li> <li>• Whole class performing in differentiated parts</li> </ul>	<p style="text-align: center;"><b>1066</b></p> <p style="text-align: center;"><b>Charanga – Blackbird</b></p> <ul style="list-style-type: none"> <li>• British Pop Music</li> <li>• Identifying key features and structures within a piece of music</li> <li>• Unison and simple harmony singing</li> <li>• Improvising with a limited range</li> <li>• Composing within a structure</li> <li>• Whole class performing using tuned percussion</li> </ul>	<p style="text-align: center;"><b>1066</b></p> <p style="text-align: center;"><b>Sing Up! - Spain &amp; Epoca</b></p> <ul style="list-style-type: none"> <li>• Texture</li> <li>• Articulation <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Tango</li> </ul> </li> <li>• Play repeating rhythmic patterns.</li> <li>• Count musically.</li> <li>• Invent a melody.</li> <li>• Fit two patterns together.</li> <li>• Structure musical ideas into their own compositions.</li> </ul>

		<ul style="list-style-type: none"> <li>Discovering texture in music through layered ostinato patterns.</li> </ul>			<ul style="list-style-type: none"> <li>Work creatively with movement in small groups</li> </ul> <p>learning to share and develop ideas.</p> <ul style="list-style-type: none"> <li>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>Demonstrate an understanding of the history of Argentine Tango.</li> </ul>
Year 5	<p style="text-align: center;"><b>Pharaohs</b> <b>Ukuleles – Sing UP! Fly With the Stars</b></p> <ul style="list-style-type: none"> <li>Developing understanding performing using the ukulele</li> <li>Understanding notation of staff and TAB</li> <li>Whole class performance in differentiated parts</li> <li>Unison singing</li> <li>Introduction to Electronic Dance Music as a genre</li> <li>Major and minor diatonic characteristics</li> </ul>	<p style="text-align: center;"><b>Dynamic Dynasties</b> <b>Sing UP! The Princess of the Pagodas - &amp; basic keyboard skills</b></p> <ul style="list-style-type: none"> <li>Ternary form (ABA) <ul style="list-style-type: none"> <li>Pentatonic scale</li> <li>Tempo</li> <li>Dynamics</li> </ul> </li> <li>20th century orchestral music</li> <li>Create a piece in ternary form using a pentatonic scale, with accompaniment, contrasting</li> </ul>	<p style="text-align: center;"><b>Sow, Grow and Farm</b> <b>Music of the Americas – Hip Hop &amp; Dance Music</b></p> <ul style="list-style-type: none"> <li>The Fresh Prince of Bel Air –</li> <li>Using voices in different ways – rap.</li> <li>Discovering the genre in context and that rap often tells a story.</li> <li>Composing within a structure using a pentatonic minor scale.</li> <li>Minor tonality</li> <li>Bellissima – Performing memorable riffs and discovering how to structure a groove.</li> </ul>	<p style="text-align: center;"><b>Groundbreaking Greeks</b> <b>Sing Up! Kisne Banaaya</b></p> <ul style="list-style-type: none"> <li>Create a soundscape for some of the creatures in the world. <ul style="list-style-type: none"> <li>Sing unaccompanied in two or three parts.</li> <li>Play a simple accompaniment on tuned instruments.</li> <li>Listen and explore a range of timbres to use in the creation of a soundscape.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Groundbreaking Greeks</b> <b>Charanga - Rock Anthems</b> <b>Livin' on a Prayer &amp; Don't Stop Believing</b></p> <ul style="list-style-type: none"> <li>Understanding rock as a genre</li> <li>Using the voice confidently</li> <li>Perform simple accompaniments on tuned percussion</li> <li>Improvise</li> <li>Compose and perform within a structure</li> </ul>

		<p>dynamics and tempo. Notate ideas to form a simple score to play from.</p> <ul style="list-style-type: none"> <li>• Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Texture – how layers of sound form to complete a piece.</li> <li>• Simple Dance Beats with bass, chords and repetitive melody.</li> </ul>		
<p><b>Year 6</b></p>	<p><b>A Child's War</b></p> <p><b>Hey Mr Miller!</b></p> <p>Swing music</p> <ul style="list-style-type: none"> <li>• Syncopation</li> <li>• Big band</li> <li>• Scat singing</li> <li>• Historical context WWII</li> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Sing a syncopated melody accurately.</li> <li>• Sing and play their own arrangement of the song together in time.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul> <p>Keyboard and tuned percussion</p>	<p><b>Britain at War</b></p> <p><b>12 Bar Blues</b></p> <ul style="list-style-type: none"> <li>• Rediscover Blues as a genre and structure to improvise and compose within.</li> <li>• Introduction to Blues scale.</li> <li>• Perform on keyboards &amp; tuned percussion</li> <li>• <b>Ukuleles</b> – learn to play the primary chord pattern.</li> <li>• Incorporate seasonal songs to perform</li> </ul>	<p><b>Hola Mexico!</b></p> <p><b>Music from the Americas – Latin American Influences &amp; Twinkle Twinkle Theme &amp; Variations</b></p> <p>Call-and-response</p> <ul style="list-style-type: none"> <li>• Samba batucada</li> <li>• Beat</li> <li>• Rhythm</li> <li>• Music and community</li> <li>• Rhythm notation</li> <li>• Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments.</li> <li>• Perform vocal percussion as part of a group.</li> <li>• Move in time with the beat of music.</li> <li>• Developing compositional techniques through how</li> </ul>	<p><b>Our Changing World</b></p> <p><b>Ground Bass</b></p> <ul style="list-style-type: none"> <li>• Changing melodies over a ground bass</li> <li>• Singing in unison and simple harmony parts</li> <li>• Whole class mixed ensemble performance</li> <li>• Improvising</li> <li>• Composing within a structure using a limited range of notes</li> <li>• Developing aural perception</li> <li>• Opportunity for combined mixed ensemble.</li> </ul>	<p><b>Our Changing World</b></p> <ul style="list-style-type: none"> <li>• End of term production</li> </ul>

			<p>to change an initial idea using diminution, augmentation, tonality, addition and subtraction.</p> <ul style="list-style-type: none"><li>• Performing on keyboards and tuned percussion.</li></ul>		
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