

## Music whole school yearly planner

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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	<p>Music - Sing children's favourite songs. 'Singing Express' finding a voice (learn lots of new songs/sing with confidence). 'The Numeracy Connection' linking to writing numbers, counting the beats, identifying shapes and using comparative language for measure. Ongoing throughout the year.</p> <p>Music – learn firework song and learn Christmas play songs.</p>		<p>Music – experimenting with sounds. Play instruments and sing songs with a rhythm or pulse.</p> <p>Music – exploring instruments and sounds. Make louder/quieter/fast/ slow sounds.</p>		<p>Children's songs with actions linked to mini-beast topic. Identifying sounds in the environment.</p> <p>Learn songs for end of year performance.</p>	
<b>Reception</b>	<p>Music - Sing children's favourite songs. 'Singing Express' finding a voice (learn lots of new songs/sing with confidence). 'The Numeracy Connection' linking to writing numbers, counting the beats, identifying shapes and using comparative language for measure. Ongoing throughout the year.</p> <p>Music – learn firework song and learn Christmas play songs.</p>		<p>Music – experimenting with sounds. Play instruments and sing songs with a rhythm or pulse.</p> <p>Music – exploring instruments and sounds. Make louder/quieter/fast/ slow sounds.</p> <p>Patterns – making repeated and continuous patterns using body percussion and vocal sounds.</p>		<p>Children's songs with actions linked to mini-beast topic. Identifying sounds in the environment.</p> <p>Learn songs for end of year performance.</p>	

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<b>EYFS Skills</b>	<p>Recognise how sounds can be made and changed.          Use their voices in different ways.          Repeat rhythmic and melodic patterns.          Respond to different moods in music.          Recognise well defined changes in sounds.</p>		
<b>Year 1</b>	<p>Topics: Animals, <b>Seasons</b>          Musical Focus: Pitch          Subject link: PE, Science, <b>Maths</b>          Topics: Weather          Musical Focus: Exploring sounds          Subject link: Geography</p>	<p>Topics: Our School          Musical Focus: Exploring Sounds          Subject link: Geography          Topic: Machines, Our Bodies          Musical Focus: Beat          Subject link: PSHE, Science</p> <p>Performance – sing Easter/ Spring songs.</p>	<p>Topic: Storytime, Water          Musical Foci: Exploring Sounds, Pitch          Subject link: English, Art</p> <p>Topic: <b>Pattern</b>, Travel          Musical Focus: Beat, Performance          Subject link: <b>Maths</b>, PE</p>
<b>Year 2</b>	<p style="text-align: center;"><b>Ocarina whole class ensemble tuition (WCET)</b></p> <p>Using <i>Ocarina Workshop</i> pieces combined with <i>Charanga</i> online resources children follow a scheme of work designed and delivered by Resonate, Liverpool’s Music Hub in collaboration with school staff and leadership. Children will learn the skills required to play basic ocarina pieces, they will also learn to improvise and read simple notation (both graphic and staff). One half hour session per week.</p>		
	<p>Musical foci: Pulse, pitch and rhythm, singing.          Notes covered High D, B A and G.          Subject Link: Science (how the body works).</p>	<p>Musical foci: Notation through playing (using a sound before symbol approach), improvisation and singing.          Further notes covered: Low D, E, C# and F#          Subject Link: Maths (pattern recognition, fractions (note lengths))</p>	<p>Musical Foci: Improvisation, composition and singing. Rhythm v. pulse          Notes reinforced and the transition to recorder takes place at Whit half term.          Subject Link: Maths, literacy.</p>
<b>Year 1 &amp; 2 Skills</b>	<p>Recognise how sounds can be made and changed.          Use their voices in different ways.          Repeat rhythmic and melodic patterns.</p>	<p>Recognise and explore how sounds can be organised.          Sing with a sense of shape and melody.          Perform simple accompaniment keeping a steady pulse.</p>	

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	Respond to different moods in music. Recognise well defined changes in sounds. Perform from memory and from notations with awareness of others.	Choose and order sounds within a simple structure (beg, mid, end). Represent sounds with symbols. Recognise how musical elements can create different moods/effects. Improve their own work.
<b>Year 3</b>	<b>Recorder WCET</b>	
	Pupils will continue their musical journey building on their skills learnt on the ocarina in year 2, having begun recorder tuition in the last half term. Pupils will continue to be taught using the charanga Recorder World resources together with other charanga resources and resources from elsewhere in a scheme of work designed and delivered by Resonate, Liverpool’s Music Hub in collaboration with school staff and leadership. Pupils will learn through practical music making, gaining proficiency in performing expressively, using and understanding staff notation, and improvising. Singing will be used as a foundation of the approach.	
	Musical foci: Performing, improvising, pulse, pitch and rhythm. Musical topics: Jazz Notes learned: BAG Building on previous performance skills towards Xmas performance.	Musical Foci: Notation revisited – further work on staff notation, two part ensemble techniques.
	TBA in response to children’s learning.	
<b>Year 4</b>	<b>Clarinet WCET</b>	
	Pupils will continue their musical journey building on their skills learnt on the recorder in year 3, having begun clarinet tuition in the last half term. Pupils will continue to be taught using the charanga resources together with other resources from elsewhere in a scheme of work designed and delivered by Resonate, Liverpool’s Music Hub in collaboration with school staff and leadership.  (Pupils have the opportunity to extend their WCET learning on the clarinet or to learn an additional new instrument as part of the music after school club.)	
	Musical Foci: Reinforcing assembly of instrument and basic playing	Music Foci: Extending practical techniques, rhythm v. pulse revisited, notation.
	Musical Foci: Improvisation and Composition	

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	<p>technique, reading skills, dynamics revisited. Rap and singing anti-bullying raps. Notes learned: C,D,E,F Subject Links: PHSE, literacy.</p>	<p>Further notes learned: Bb, A, G, low F Subject Links: Maths</p>	<p>Topics: The music of Liverpool and the Beatles (using new Blackbird resources on Charanga). Subject Links: Literacy, PSHE, Maths</p>
<p><b>Year 3 &amp; 4 Skills</b></p>	<p>Recognise and explore how sounds can be organised. Sing with a sense of shape and melody. Perform simple accompaniment keeping a steady pulse. Choose and order sounds within a simple structure (beg, mid, end). Represent sounds with symbols. Recognise how musical elements can create different moods/effects. Improve their own work.</p>	<p>Recognise &amp; explore how sounds can be combined &amp; used expressively. Sing in tune expressively, performing with a limited range of notes. Improvise repeated patterns, combine layers of sound with awareness of the effect. Recognise how musical elements are combined and used expressively. Improve work by commenting on the intended effect. Perform from memory and from notations with awareness of others.</p>	
<p><b>Year 5</b></p>	<p><b>General musicianship tuition</b></p> <p>Pupils will build on their previous WCET tuition with a curriculum designed to extend their general musicianship skills. A combination of Charanga, Music Express and Resonate resources will be used and the children will use a variety of instruments as a vehicle to ensure they learn 'within' and not simply 'about' music. This will be designed and delivered by Resonate, Liverpool's Music Hub in collaboration with school staff and leadership. (Pupils have the opportunity to continue on their previous instrument from last year's WCET (flute) or to begin to learn a new instrument as part of the music after school club.)</p>		
	<p>Musical foci: performing (in two parts) and improvising within the 12 bar blues structure on glockenspiel. The basics of beat-boxing, composing, notating (graphically) and performing a beat box 'loop'.</p>	<p>Musical foci: Jazz (notation revisited, reading a simple score and improvisation revisited on glockenspiels), and polyrhythms a percussion composition project (composing and notating simple rhythm patterns using rhythm grids and drums and body percussion). Musical topics: Jazz and African Music</p>	<p>Musical foci: Harmony (major v. minor), composition to a brief and performance of own work. Musical topic: Film music and composing for a piece of film. Pupils will evaluation the success of various film music scores of different genres, and will then compose their own piece</p>

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	<p>Musical topics: 12 bar Blues and hip hop. Subject links: Literacy (poetry), PSHE (roots of Blues music).</p>	<p>Subject links: PSHE, Maths.</p>	<p>of music for a 'pixar short' or film introduction scene show to them with no sound. Subject links: Art and design (use of story boards), ICT.</p>
<p><b>Year 6</b></p>	<p>WCET Brass tuition is provided to all pupils and to small extension groups based on a brass band model which is delivered by Resonate.</p>		
<p><b>Year 5 &amp; 6 Skills</b></p>	<p>Recognise &amp; explore how sounds can be combined &amp; used expressively. Sing in tune expressively, performing with a limited range of notes. Improvise repeated patterns, combine layers of sound with awareness of the effect. Recognise how musical elements are combined and used expressively. Improve work by commenting on the intended effect.</p>	<p>Identify and explore relationship between sounds. Identify how music reflects intentions. Maintain own part and awareness of how other parts fit together. Improvise melodic and rhythmic phrases as a group. Compose by developing ideas with musical structures. Evaluate music using appropriate vocabulary. Suggest improvements on own and other's work. Perform from memory and from notations with awareness of others.</p>	
	<p>Identify and explore musical devices. Perform from memory and from notations with awareness of others. Improvise melodies and rhythms with given structures. Compose for different occasions using melody, rhythms, chords and structures. Analyse and compare musical features. Evaluate how venue, occasion and purpose affects music created, performed and heard. Refine and improve work.</p>		