

## BR Music Long Term Overview

Units are taken from the “Kapow” scheme, apart from those in red

|  | <b>Aut 1</b>   | <b>Aut 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  |
|--|--|--|---|--|--|--|
| <b>Nursery</b>   | <p>Who Am I?</p> <p><b>Exploring Sound</b></p> <p>Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p>                        | <p>Who is in my Community?</p> <p><b>Celebration Music</b></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>             | <p>How do we get to the South Pole?</p> <p><b>Music and Movement</b></p> <p>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> | <p>What Can We Grow?</p> <p><b>Musical Stories</b></p> <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>         | <p>What is Under the Sea?</p> <p><b>Big Band</b></p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p>    | <p>Where will adventure take us?</p> <p><b>Transport</b></p> <p>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p> |
| <b>Reception</b><br><br>(revisit and extend topics from Nursery) | <p>What makes me happy and healthy?</p> <p><b>Exploring Sound</b></p> <p>Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p> | <p>Where in the world do animals live?</p> <p><b>Celebration Music</b></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> | <p>What makes a good toy?</p> <p><b>Music and Movement</b></p> <p>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>           | <p>What happens on the Farm?</p> <p><b>Musical Stories</b></p> <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p> | <p>How can I be a superhero?</p> <p><b>Big Band</b></p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p> | <p>What goes up, up and away?</p> <p><b>Transport</b></p> <p>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>    |

|                  |  |   |   |  |  |  |
|------------------|--|---|---|--|--|--|
| <p><b>Y1</b></p> | <p>What do I know about the UK and where I live in Didsbury?</p> <p><b>Pulse and Rhythm (Theme: All about me)</b></p> <p>Students learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> | <p>How different was my Grandparents' childhood to mine?</p> <p><b>Timbre and rhythmic patterns (Theme: Fairy Tales)</b></p> <p>Through fairy tales, students are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> | <p>Why are humans not like tigers?</p> <p><b>Classical Music, dynamics and tempo (Theme: Animals)</b></p> <p>Students use their bodies and instruments to listen and respond to pieces of music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p> | <p>How can I make a fashionable logo about where I am from?</p> <p><b>Vocal and body sounds (Theme: By the sea)</b></p> <p>Students make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm and stormy seas.</p> | <p>Why are some places in the world always hot and others are always cold?</p> <p><b>Musical Vocabulary (Theme: Under the Sea)</b></p> <p>Students go on a journey into the unknown and explore the sea through music, movement, chanting and the playing of tuned percussion instruments.</p> | <p>Who were and are the famous Manchester people?</p> <p><b>Pitch and tempo (Theme: Superheroes)</b></p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p> |
| <p><b>Y2</b></p> | <p>Would a dinosaur make a good pet?</p> <p><b>Musical Me</b></p> <p>Students learn to sing the song "Once a Man Fell in a Well" and to play it using tuned</p>  | <p>What lessons have we learnt from the Great Fire of London?</p> <p><b>Orchestral Instruments (Theme: Traditional Western stories)</b></p> <p>Students are introduced to the instruments of the orchestra and practice identifying these within a</p>  | <p>What are the main differences between my life and a small village in Africa?</p> <p><b>West African Call and response song (animals)</b></p> <p>Students use instruments to represent animals, copying rhythms. They learn a traditional</p>   | <p>Who has made the world a better place?</p> <p><b>Dynamics, timbre, tempo and motifs (Space)</b></p> <p>Students develop knowledge and understanding of dynamics, timbre,</p>  | <p>How different are the environments close to our school?</p> <p><b>On this island: British Songs &amp; Sounds</b></p> <p>Students create sounds to represent three contrasting landscapes: Seaside,</p>  | <p>How can I make a moving Victorian vehicle?</p> <p><b>Myths and legends</b></p> <p>Students develop an understanding of musical language and how timbre, dynamics</p>  |

|           |  |  |  |  |  |   |
|-----------|--|--|--|--|--|---|
|           | percussion. They learn to use letter notation to write a melody.   | piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. | Ghanaian call and response song and learn to recognise simple notation, progressing to creating call and response rhythms.                               | tempo and instruments. They learn to compose and play motifs.  | countryside and city (may adapt to "lakeside" rather than seaside, to fit with local environment)  | and tempo affect the mood of a song.  |
| <b>Y3</b> | What causes earthquakes, volcanoes and mountains?<br><b>WCET Ukuleles</b>  | How can I create a large structure to represent Manchester?<br><b>WCET Ukuleles</b>  | How did Britain change between the Stone age and Iron age?<br><b>WCET Ukuleles</b>   | Why do we love holidays in the Mediterranean?<br><b>WCET Ukuleles</b>  | Why was Ancient Egypt's civilisation ahead of its time?<br><b>WCET Ukules</b>  | How did the blossom become an apple?<br><b>Bee Musical</b>  |
|           | <p>Students learn how to play the Ukulele. They will learn to play simple melodies using individual strings and 3 chords (C, F and G), using the correct techniques.</p> <p>They will also learn how to read and play music from Chord Chart Diagrams and start to learn basic note values. They will continue to develop their singing skills, singing songs whilst playing the Ukulele (Frere Jacques/Three little birds).</p> |  |  |  |  | Students take part in a full Musical Theatre Production, learning about vocal and performance technique, melody, rhythm, harmony, texture and expression. |
| <b>Y4</b> | <p>What did the Ancient Greeks bring to the World?</p> <p><b>Body and tuned percussion (Theme: Rainforests)</b></p> <p>Students will explore the rainforest through</p>  | <p>What are the main features of the UK?</p> <p><b>Rock and Roll</b></p> <p>Students learn about</p>   | <p>What happens to the food we eat?</p> <p><b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b></p> <p>Students learn to listen to changes in</p> | <p>What are the main differences about living in the UK and Spain?</p> <p><b>Samba and carnival sounds and instruments (Theme: South America)</b></p> <p>Students get a feel for</p> | <p>How did Britain change between the end of the Iron Age and the end of the Roman occupation?</p> <p><b>Adapting and transposing motifs (Theme: Romans)</b></p> <p>Drawing upon their</p> | <p>How can I make a functional electronic torch?</p> <p><b>Haiku music and performance (Theme: Hanami festival)</b></p> <p>This Japanese</p>              |

|                  |   |  |   |   |   |   |
|------------------|---|--|---|---|---|---|
|                  | <p>music and will be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as they create their own rhythms of the rainforest, layer by layer.</p>  | <p>the origin and features of rock and roll music. They learn how to perform the "Hand Jive" and "Rock around the Clock", looking specifically at a walking bass line, before performing a piece as a class.</p>   | <p>pitch, tempo and dynamics and to relate those to something tangible and familiar. Linking to geography learning, the students represent different stages of the river through vocal and percussive ostinati, culminating in a final group performance.</p>   | <p>the music and culture of South America. They are introduced to samba, and the sights and sounds of the carnival.</p>   | <p>understanding of repeating patterns in music, students are introduced to the concept of motifs.</p>  | <p>inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Students use descriptive vocabulary to create a Haiku, put it into music and finally add percussion sound effects to bring all elements together before a final, group performance.</p> |
| <p><b>Y5</b></p> | <p>How is a river formed?</p> <p><b>Composition notation (Theme: Ancient Egypt)</b></p> <p>Based on the theme of Ancient Egypt, students learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p> | <p>How did Britain change between the end of the Roman occupation and 1066?</p> <p><b>Blues</b></p> <p>Students are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised</p> | <p>How can I create a watermill system?</p> <p><b>South and West Africa</b></p> <p>Students learn "Shosholozza", a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African dance technique and add some dance moves</p> | <p>Will we ever send another human to the moon?</p> <p><b>Composition to represent the Hindu festival of colour (Theme: Holi festival)</b></p> <p>Students explore the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph of good over</p> | <p>Why should the rainforests be important to us all?</p> <p><b>Looping and remixing</b></p> <p>In this engaging topic, students learn about how dance music is created, focusing particularly on the use of loops.</p> | <p>Why were the Mayans the envy of the world?</p> <p><b>Musical Theatre</b></p> <p>Students are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p>   |

|           |  |   |   |  |  |   |
|-----------|--|---|---|--|--|---|
|           |  | piece with a familiar, repetitive backing.  | ready to perform the song in its entirety.  | evil.  |  |   |
| <b>Y6</b> | <p>What impact did WW1 and WW2 have on people?</p> <p>WW2 Vera Lynn</p> <p><b>Songs of World War 2</b></p> <p>Students develop greater accuracy in pitch and control, identifying pitches within an octave when singing, and using knowledge of pitch to develop confidence when singing in parts.</p> | <p>Why is a successful brand important to an entrepreneur?</p> <p><b>Theme and Variations (Theme: Pop Art)</b></p> <p>Students explore the musical concept of theme and variations and discover how rhythms can "translate" to different instruments.</p> | <p>What is evolution?</p> <p><b>Baroque Music</b></p> <p>Students explore the music and composers of the Baroque Period and investigate the structural and stylistic features of their work</p> | <p>How does the Earth Recycle water?</p> <p><b>Dynamics, pitch and texture (Theme: Coast - 'Fingal's Cave' by Mendelssohn)</b></p> <p>Students appraise the work of Mendelssohn and further develop their improvisation and composition skills</p> | <p>How can I find my way around?</p> <p><b>Film Music</b></p> <p>Students explore and identify the characteristics of film music. They create a composition and graphic score to perform alongside a film.</p> | <p>What was the Ottoman Empire?</p> <p><b>Compose and perform a Leavers' song</b></p> <p>Students spend the topic creating their very own leavers' song personal to their experiences as a class.</p> |