

Music Curriculum Learning Statements Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Learn to sing nursery rhymes and action songs (What's your favourite fairy-tale?) <i>I can use my voice to sing in tune with other people.</i>	To perform songs for the nativity. (What changes in our environment can you see?) <i>I can use my voice to sing in tune with other people.</i>	Can the children use an instrument to create alien sounds? (What can you see through a telescope?) <i>I can play tuned and un-tuned instruments with control and sensitivity.</i>	Can the children create their own music using instruments? (If you were a fish, what fish would you be?) <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>	Big Bear Funk (How does your garden grow?) <i>I can develop my knowledge of musical notation and how to compose music.</i>	Revisiting chosen nursery rhymes (Are you mad about animals?) <i>I can use my voice to sing in tune with other people.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>
Year 1	Hey You! - Hip Hop (How have toys changed overtime?) We will be: Listening and appraising songs to the genre of old school hip hop – Hey you! <i>I can use my voice to sing in tune with other people.</i> <i>I can play tuned and un-tuned instruments with control and sensitivity.</i>	Reggae, Hip Hop (How does the weather change over seasons?) We will be: Listening and appraising songs to the genre of reggae and hip hop – Banana Rap and Rhythm in the way we walk. <i>I understand and can explore how music is created, produced and communicated.</i> <i>I can recognise pulse and pitch.</i>	Six styles of music - Blues, Latin, Folk, Funk, Baroque, Bhangra (Who is the oldest reigning monarch?) We will be: Listening and appraising songs to the genre of Blues, Baroque, Latin, Bhangra, Folk and Funk – In The Groove. <i>I have an understanding of the history of music.</i> <i>I understand and can explore how music is created, produced and communicated.</i>	Latin Bossa Nova (How is London different to where we live?) We will be: Listening and appraising songs to the genre of Blues, Baroque, Latin, Bhangra, Folk and Funk – In The Groove. <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can recognise pulse and pitch.</i>	Pop - using your imagination (What makes the seaside the seaside?) We will be: Listening and appraising songs to the genre of several different genres - Round And Round, a Bossa Nova Latin style. <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can use my voice to sing in tune with other people.</i>	Western Classical Music (Who was Mary Anning and how did she change history?) We will be: Listening and appraising songs to the genre of several different genres - Your imagination. <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>
Year 2	South African music and Freedom Songs (What does a Pirate need to reach the treasure?) We will be learning to sing the song Hands, Feet, Heart to celebrate and learn about South African Music. <i>I can use my voice to sing in tune with other people.</i>	Christmas. Historical context of musical styles. (How did the fire change London?) We will be learning to sing the song Ho! Ho! Ho! through games, singing and playing. <i>I have an understanding of the history of music.</i>	The Beatles. (How does the weather change the closer you get to the equator?) We will be learning to sing the song I wanna play in a band which is a rock song for children. They learning how to sing in an ensemble. <i>I can work collaboratively with others to create musical compositions, recognising how</i>	Reggae – Animal Song (Could The Titanic have been saved?) We will be learning to sing the song Zootime which is a Reggae song. They will be learning about pulse, rhythm and pitch while singing and playing instruments. <i>I understand and can explore how music is created, produced and communicated.</i> <i>I can recognise pulse and pitch.</i>	Contemporary music (How has Andover changed?) We will be singing the Friendship song where they will be given the opportunity to compose some music in groups. <i>I can play tuned and un-tuned instruments with control and sensitivity.</i> <i>I can use my voice to sing in tune with other people.</i>	Western Classical Music (How is Kingston different to Andover?) This is a recap of the songs learnt over the year. They children will be given the opportunity to sing, play instruments, compose and improvise. <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i>

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	<i>I can play tuned and un-tuned instruments with control and sensitivity.</i>		<i>sounds combine together to make a final piece.</i>			<i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>
Year 3	Historical context of musical styles (Did it rock to live in Stone Age Britain?) We will be: Listening and appraising songs around the theme of the song 'Let your Spirit Fly' before developing their vocal skills. <i>I can use my voice to sing in tune with other people.</i> <i>I have an understanding of the history of music.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>	Learning basic instrumental skills by playing tunes in varying styles (When was life in Andover better? The Iron Age or Stone Age?) We will be: learning to play and read notes C, D, E and F through a range of songs. <i>I can develop my knowledge of musical notation and how to compose music.</i> <i>I can play tuned and un-tuned instruments with control and sensitivity.</i>	Reggae (How extreme can Earth be?) We will be: Listening and appraising a range of songs around reggae before developing or vocal skills and singing different reggae songs. <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i>	Storytelling through a pop song (Why should we save Earth's Rainforests?) We will be: Listening and appraising different folk songs and developing the skills of singing. <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can develop my knowledge of musical notation and how to compose music.</i>	Disco - Unity Who were the Romans? What did they do for us? We will be: Listening and appraising songs around the theme of disco and bringing people together, we will then be developing our singing skills. <i>I have an understanding of the history of music.</i> <i>I can play tuned and un-tuned instruments with control and sensitivity.</i>	Western Classical Music (Andover- How do we use our land?) We will be: Listening and appraising music through the theme of classical music and developing singing and instrumental skills. <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>
Year 4	ABBA – 70s/80s styles (“Why do so many people settle in Megacities?”) We will be: Listening, comparing, creating by changing and performing Mamma Mia (Abba). <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can develop my knowledge of musical notation and how to compose music.</i>	Introduction to the language of music, theory and composition. (“Were the Anglo Saxons the ruin of Britain?”) We will be: Using glockenspiels to understand notation and begin to compose using pitch. <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can develop my knowledge of musical notation and how to compose music.</i>	Grime, Classical, Bhangra, Tango, Latin Fusion (“Were the Vikings Raiders or Traders?”) We will be: Listening to and performing Stop! , comparing it to other genres of music . <i>I can develop my knowledge of musical notation and how to compose music.</i> <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i>	Gospel (“Where does the River Anton begin and end?”) We will be: Listening to Lean on Me (Bill Withers), discussing the historical and religious context. <i>I can play tuned and un-tuned instruments with control and sensitivity.</i> <i>I have an understanding of the history of music.</i>	Blackbird – Civil Rights (“Was King Alfred really great?”) We will be: Listening to a range of Beatles song (including Blackbird), discussing the development of pop music. <i>I have an understanding of the history of music.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can use my voice to sing in tune with other people.</i>	Western Classical Music (Is the Costa Brava a world away from our local area?) We will be: Consolidating and expanding our musical understanding and knowledge of composition and notation. <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>

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	<i>I have an understanding of the history of music.</i>					
Year 5	Rock - How Rock music developed (What was the greatest achievement for each civilisation?) We will be: Learning what features a rock song has, comparing different rock songs and performing Living on a Prayer. <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can develop my knowledge of musical notation and how to compose music.</i> <i>I have an understanding of the history of music.</i>	Jazz - Jazz in its historical context. (Where in Russia would you launch a space rocket?) We will be: Learning the history of jazz, making own mini-composition and performing their composition. <i>I have an understanding of the history of music.</i> <i>I understand and can explore how music is created, produced and communicated.</i>	Pop Ballads (What was everyday life for men, women and children in ancient Egypt?) We will be: Learning to sing the song 'Feel my love' and playing tuned percussion alongside the learnt song. <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i> <i>I can play tuned and un-tuned instruments with control and sensitivity.</i>	Old-School Hip Hop (Why does parliament run the country rather than the king?) We will be: Learn the song 'The Fresh Prince of Bel-Air' and perform it as a whole class, learning sections as groups. <i>I have an understanding of the history of music.</i> <i>I can use my voice to sing in tune with other people.</i> <i>I understand and can explore how music is created, produced and communicated.</i>	Motown (Why would a refugee want to move to Andover?) We will be: Performing 'Dancing in the Street' as Motown groups using untuned percussion. <i>I have an understanding of the history of music.</i> <i>I can use my voice to sing in tune with other people</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>	Western Classical Music (Are we protecting our British wildlife?) We will be: Review key songs from across the year – perform, compare, make preferences about their choices. <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i>
Year 6	Pop/Motown (Are there mountains in the UK?) <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> <i>I can develop my knowledge of musical notation and how to compose music.</i> <i>I have an understanding of the history of music.</i> We will be: Listening to and appraising the song Happy and other songs in different styles about being happy. Building on our knowledge and understanding about the interrelated dimensions of music.	Jazz, Latin, Blues (Andover or the Canadian Wilderness – which biome would you choose?) <i>I have an understanding of the history of music.</i> <i>I can recognise pulse and pitch.</i> <i>I can play tuned and un-tuned instruments with control and sensitivity.</i> We will be: Learning two jazz tunes: Bacharach Anorak and Meet The Blues. Listening to and appraising the two main tunes and other supporting tunes Learning about the interrelated dimensions of	Benjamin Britten (Western Classical Music) (Why is the Mayan culture important?) <i>I have an understanding of the history of music</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> We will be: Benjamin Britten's Friday Afternoons: A New Year Carol Listening and appraising. Learning about the interrelated dimensions of music through games, singing, performing and sharing	The Music of Carole King (Which countries grow cocoa and how do we get chocolate?) <i>I can use my voice to sing in tune with other people.</i> <i>I can recognise pulse and pitch.</i> <i>I understand and can explore how music is created, produced and communicated.</i> We will be: Benjamin Britten's Friday Afternoons: A New Year Carol Listening and appraising. Learning about the interrelated dimensions of music through games, singing, performing and sharing	Celebrating the role of women in the music industry (How have the Ancient Greeks influenced the modern western world?) <i>I understand and can explore how music is created, produced and communicated.</i> <i>I have an understanding of the history of music.</i> <i>I can use my voice to sing in tune with other people.</i> We will be: Listening to and appraising a selection of music from the four featured artists ● Anna Meredith - Something Helpful ● Shiva Feshareki - O and V-A-	Western Classical Music How have the Ancient Greeks influenced the modern western world? <i>I can recognise pulse and pitch.</i> <i>I can use my voice to sing in tune with other people.</i> <i>I can work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece.</i> We will be: Learning the songs for our Year Six leavers play ○ Listening to and appraising Classical music

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	Learning to Sing the Song and Playing Instruments with the Song. Improvising, composing and performing with the song	music through playing instruments, Improvising and performing			C Moscow ● Eska - Heroes & Villains and Shades Of Blue ● Afrodeutsche - And! and The Middle Middle ● Watching some videos and discussing together the key words and themes.. Getting to know the artists, on a video that introduces Anna, Shiva, Eska and Afrodeutsche. Creating music and own lyrics, raps, melodies over that beat. ● Creating and practising melodies in the Music Explorer Composition Tool ● Creating our own lyrics and putting it all together over a chosen beat. Creating own beats and rapping over them Writing Music to showcase everything that has taken place	○ Continue to embed the foundations of the interrelated dimensions of music using voices and instruments ○ Singing ○ Playing instruments within the song ○ Improvising using voices and instruments ○ Composing ○ Sharing and performing
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