

Glascote Academy Music overview - 2023/24

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)					
Develop the children's singing technique by playing vocal games	Sing songs & chants substituting actions for words (EG: BINGO, "Chest Knee Toe, etc)	Sing letter names in tune before playing them. Eg, We Will Rock You, FEDCDD. Follow this by singing the actual words from the song and finally, invite the children to make up their own words.	African chants are taught with a student from the class "leading" the call and response exercises.	A repertoire of vocal pieces, complete with two part harmonies will be known. Search For The Hero, Shosholozza, etc	Children will be invited to sing solo sections, Breath control and a wide dynamic range will be introduced, to include vocal accompaniments in two or more parts.
Prepare the class for the wider opportunity explaining that they all need to work together & emphasise how much fun it will be.	The sound produced by different percussion instruments will be discussed. Instruments will be played and the children asked to identify it by listening and not looking.	Invite the children to play the instruments, usually in pairs to begin with. Students are shown how to hold the beaters correctly and two basic techniques are introduced, the roll and single stroke	Lessons will alternate between keyboards, steel drums and ukuleles during the academic year. The class will vary their technique accordingly, gaining confidence on each instrument.	Playing as part of an area band will allow students the opportunity to listen and interact with other musicians on a range of tunes and returned instruments.	A range of World Music Instruments will be used during the school year. Steel Drums, Glockenspiel and Xylophone, along with full drum kit and cahon. Sound technique will be taught and the origin of the instruments discussed.
Following the teacher's makaton signs, the class will play a range of simple pieces on steel drums. To differentiate, colours may be used instead of letter names/sounds	Through repetition and copying, the class will practise holding notes and stopping on direction. The range of notes will be widened to include a basic harmony	As the class prepares for their London College of Music Ensemble examination and subsequent concert, up to four pieces are prepared to a high standard.	A class concert to be held at the end of each term. Impromptu concerts on steel drums at the end of the school day during Summer is also a worthwhile performance opportunity.	Level of performance (the ability to produce a consistent sound to a high standard) will be rehearsed. Consistently high quality of sound with few mistakes is the target.	The class will see themselves as a mini orchestra. As such, children may volunteer to take solo sections, with the remainder of the class observing suitable dynamic contrast.
Creating and developing musical ideas (Create and Compose)					
Use exercises & activities to explore a steady pulse & rhythm patterns with a pulse.	Glockenspiels and similar tuned percussion instruments will be used and the children encouraged to explore patterns both rhythmic and melodic.	Teacher will demonstrate the basic technique of improvisation using a few, carefully selected notes over an ostinato chord.	Similar to Year 3, but using elements from a Pentatonic Scale.	Body and vocal percussion will be used to create patterns and established drum rhythms as a whole class. (BD, SD, TT, etc,etc)	A pre-recorded drum pattern will be played and the children, in small groups, asked to improvise rhythmic patterns over it.
Using a carefully selected range of percussion instruments, students create patterns, sounds and combinations in small groups and as a whole class.	Children to compose their own patterns to be copied or improvised, individually & in group composition	Abstract sounds on a keyboard will be used to create a mood, feeling, or introduction to a piece. Class members to have freedom to select sounds and voices.	Teacher to clap a three beat pattern, followed by a crotchet rest (finger click). Students will copy and create patterns of their own.	A drum machine pattern will be used to give a solid foundation, over which students can improvise, slap and play call and response games.	Time signatures and bar numbers adn length are counted and then children invited to clap, tap, or use percussive sounds, to make patterns within a four or two bar loop.
Responding and reviewing appraising skills					
Different styles of music will be played and the children asked	Collective and coordinated dance routines can be used to	Listen to recorded or performed music ask them to	Makaton signing will be used to interpret songs and their	Music from a selected era or genre will be listened to and the	A variety of music will be played and children asked to react.

to move around the Hall or Classroom in accordance with the mood of the piece. Freedom to interpret individually is encouraged.	emphasise the element of teamwork needed for a successful musical ensemble.	describe what they hear. (Thinking about duration, pitch, rhythm, tempo, dynamics, mood, etc) Play musical games to develop awareness of pulse, rhythm & pitch.	meaning. Students will be asked to improvise signs relating to songs of their choice.	style will be discussed with attention to the mood of the piece and the feeling it creates. Children will spilt into small groups and produce original ideas relating to selected tunes.	Staccato, legato in varying degrees will ensure children understand the power of music to create moods and atmosphere.
Key Stage 1 students will be asked to use good technique whenever possible and to reflect on how successful their attempts are.	The children will be engaged throughout a piece, clapping rhythms as preparation for playing the piece and using actions to reflect the mood of the piece (saluting in a march, etc)	Students will work in pairs and small groups on a range of World Instruments to include Indonesian Tongue Drums	Class discussions will take place, with the children given the opportunity to offer views on their performance, suggesting possible ways to improve the overall sound and effect.	Following the performance of a piece, the class will be asked for their ideas on improving the arrangement.	Differentiation is important to our delivery. Children will be challenged and supported in equal measure. Able children will be set new challenges. For example, to play with both hand together on a keyboard instrument.
Listening and applying knowledge and understanding					
Internalise sounds by singing, chanting & playing in their 'heads'	Sing & play with developing technical control & expression and with increasing awareness of tone quality	Demonstrate a developing control of the musical elements (pitch rhythm, dynamics, tempo, etc)	Produce a characteristic sound Sing a limited range of sounds/pitches	Understand the deceptively delicate nature of the voice and care for it accordingly	To memorise a range of songs in a variety of styles. Signing and self-accompaniment will also be incorporated into the lesson
Playing simple tunes on a range of instruments at the same time whilst following direction and adding loud and soft sections	Divide the class into sections of the "orchestra" and ensure some remain silent while others play. Discuss the overall effect	The Harry Potter theme will be played. As it is in a Minor key, the overall effect will be evident. The concept of increasing volume, texture and timbre as an arrangement progresses will be used in a class performance.	A basic melody will be played by the class. Notes in the form of harmonies will then be added in layers to develop the musical texture. Students will be asked to evaluate its effect and discuss in groups.	A basic musical structure (AABA) will be used in the form of a popular piece. Different instrument groups within the class will be used to alter the impact of the middle eight bars.	Discuss basic musical form. Use recorded examples of famous pieces to illustrate dynamic contrast for example and then replicate a similar style, mood and timbre in the class with real instruments
Care of the instrument, resting position, playing position both standing/sitting, etc	Teacher will demonstrate a variety of instruments from different families (clarinet, guitar, trumpet, drums, etc).	Graphic scores will be introduced as well as class being led with makaton signs. Suggest listening to the improvised solos of Charlie Parker	For players of wind instruments such as melodicas, discuss breath control and ask them to think of the piece in phrases, making sure they have enough breath for each one.	Introduce technology to the lesson, explaining a little about electronic sounds, how they are made and how they can quickly and easily be changed using the keypad.	The influence of electronic tuning and pitch controls in popular music. A pitch control will be demonstrated to the class and its use in recording studios discussed.
Music for celebrations and events will be discussed. Focus on whether the music makes us happy or sad	Birthday celebrations and weddings will be discussed. Music for these events will be played, sung and listened to as a whole class.	Music from the big band swing era is listened to, played and discussed. The popularisation of band leaders such as Glen Miller and the influence on social moral.	Boy Bands, Brit Pop and British music from 1960s. The Beatles Medley will be played and their influence on the course of popular music discussed.	Disco music from the 1970s and its influences. Students listen to ABBA for example. Elements of fashion and how it influenced music will be discussed.	America in the 1950s will be studied and the music from that era discussed. Social segregation led to the popularisation of Rock and Roll music.

KS2 Music theory

Year group	Autumn term	Spring term	Summer term
Year 3	<p>Topic: Stone Age</p> <p>Autumn term 1: Stone Age music Autumn term 2: Wolfgang Amadeus Mozart</p>	<p>Topic: Romans</p> <p><i>Italian Composers focus</i> Spring term 1: Antonio Lucio Vivaldi Spring term 2: Ludovico Maria Enrico Einaudi</p>	<p>Topic: Tudors and Stuarts</p> <p><i>Renaissance focus</i> Summer term 1: William Byrd Summer term 2: Orlando Gibbons</p>
Year 4	<p>Topic: Ancient Greece</p> <p>Autumn term 1: Vangelis Autumn term 2: Limenius</p>	<p>Topic: Anglo Saxons and Scots</p> <p>Spring term 1: Hans Florian Zimmer (<i>German Composer</i>) Spring term 2: Enya Patricia Brennan (<i>Irish singer, songwriter, and musician known for modern Celtic music</i>)</p>	<p>Topic: The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Summer term 1: Anglo-Saxon folk music Summer term 2: Robert Schumann (<i>German composer</i>)</p>
Year 5	<p>Topic: WWII</p> <p>Autumn term 1: Vera Lynn - The White Cliffs of Dover Autumn term 2: Dmitri Shostakovich (Shostakovich's Symphony No.7)</p>	<p>Topic: Tamworth</p> <p><i>English Composer focus</i> Spring term 1: Gustav Theodore Holst Spring term 2: Ralph Vaughan Williams</p>	<p>Topic: Mayans</p> <p>Summer term 1: Ancient Mayan traditional music Summer term 2: Manuel Ponce (<i>Latin American focus</i>)</p>
Year 6	<p>Topic: Ancient Egypt</p> <p>Autumn term 1: Mohammed Abdel Wahab Autumn term 2: Hesham Nazih</p>	<p>Topic: Crime and Punishment</p> <p>Spring term 1: John Williams (<i>Superman theme</i>) Spring term 2: Henry Mancini (<i>Pink Panther</i>)</p>	<p>Topic: Crime and Punishment</p> <p>Summer term 1: Dame Ethel Smyth (<i>Imprisoned suffragette composer</i>) Summer term 2: Ludwig van Beethoven (<i>German composer jailed</i>)</p>