

| Year Group              | Hampton Lucy Primary School - Summer Term 2017  |  |
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|                         | Music Overview – delivered by Claire Honey  | C.f. Music National Curriculum   |
| Class 1<br>(Foundation) | <p>Children in Foundation and year 1 will learn a variety of songs, chants and music games with a focus on <b>pitch</b> and <b>rhythm</b> during the summer term. Traditional tales will be used as a starting point for our singing, composing and improvising.</p> <p><b>Maypole dancing</b> will continue to help children coordinate movement to music and better understand repeated patterns and musical phrases.</p>   | <p><i>‘Begins to build a repertoire of songs’</i></p> <p><i>‘Explores the different sounds of instruments through story telling’</i></p> <p><i>‘Children sing songs, make music and dance and experiment with ways of changing them’</i></p>   |
| Class 2<br>(Yr 1 and 2) | <p>(During the Spring term class 2 listened to extracts from ‘Carnival of the Animals’ to link in with their general class work. They also explored African instruments and practised Maypole Dancing.)</p> <p><b>Listening and Appraising</b> (carried forward from Spring term planning)<br/>‘Peter and the Wolf’, ‘Playful Pizzicato’ and ‘Young Person’s Guide to the Orchestra’ will be enjoyed, discussed, sung and moved to! Pupils should become familiar with the sound of different orchestral instruments and learn to express the emotions and moods they experience when listening to these works.</p> <p><b>Maypole dancing</b> will continue to help children coordinate movement to music and better understand repeated patterns and musical phrases.</p> <p><b>Singing</b><br/>Collective Worship songs and fun warm ups will develop vocal control and a love of singing together.</p> | <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>use their voices expressively</i></p>   |
| Class 3<br>(Yr 3 and 4) | <p><b>Listening and Composing</b><br/>Children will listen to three pieces intended to demonstrate how music can paint a picture through sound. Ansam (Arabian), Mu min xin ge (Chinese) and The Little Train of Caipira by Villa-Lobos. They will appraise the use of timbre, rhythm, dynamics, tempo and structure.</p> <p><b>Maypole dancing</b> will continue to help children coordinate movement to music and better understand repeated patterns and musical phrases.</p> <p><b>Singing</b><br/>Rounds and part songs will be used to help pupils develop their ensemble skills with a focus on intonation and rhythm.</p>   | <p><i>‘Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.’</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.’</i></p>  |
| Class 4<br>(Yr5 and 6)  | <p><b>Music Through Time</b><br/>BBC Ten pieces and other resources will be used to encourage an interest in classical music with a particular focus on placing each work in its historical context.<br/>A class arrangement of Don’t Stop Believin’ (Journey) will provide a contemporary performing opportunity and pupils will write a hip hop rap about their school days at Hampton Lucy.<br/>Each performing project will involve use of standard notation.</p> <p><b>Maypole Dancing</b> will continue for the first half of the summer term.</p>  | <p><i>‘Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.’</i></p> <p><i>‘Listen with attention to detail and recall sounds with increasing aural memory.’</i></p> <p><i>‘Use and understand staff and other musical notations’.</i></p> <p><i>‘Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.’</i></p> |