

# BEING A MUSICIAN – LONG TERM OVERVIEW



	Autumn		Spring		Summer	
EYFS (Sing up)	<p><u>I've got a grumpy face</u> Timbre, beat, pitch contour</p> <p><u>The sorcerer's apprentice</u> Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p><u>Witch, witch</u> Call-and-response, pitch (la-so-mi-do), timbre</p> <p><u>Row, row, row your boat</u> Beat, pitch (step/leap), timbre</p> <p><i>Music Specialist working with Reception Autumn term (2023-24)</i></p>		<p><u>Birdspotting: Cuckoo polka</u> Active listening, beat, pitch (so-mi), vocal play</p> <p><u>Shake my sillies out</u> Timbre, pitch (higher/lower), tempo (faster/slower), beat</p> <p><u>Up and down</u> Pitch contour (rising and falling)</p> <p><u>Five fine bumble bees</u> Timbre, tempo, structure (call-and-response), active listening</p>	Experimenting with instruments – percussion focus (including body percussion, junk percussion & tuned percussion – glockenspiels & boomwhackers)	<p><u>Down there under the sea</u> Timbre, structure, active listening, tuning moving in step, soundscape</p> <p><u>It's oh so quiet!</u> Dynamics, timbre, musical storytelling</p> <p><u>Slap clap clap</u> Music in 3-time, beat</p> <p><u>Bow, bow, bow Belinda</u> Beat, active listening, accompaniment</p>	Experimenting with instruments – woodwind focus (ocarinas)
Year 1	Pulse/steady beat	My musical heartbeat	Call and response chants	Accompanying a story – The Lambton Worm	Rhythm and pitch	An introduction to music technology
					WCET – Ocarinas	
Year 2	Minimalist music – using repeated patterns of notes over a steady beat and a non-musical stimulus.	Timbre, tempo, dynamics, pitch & classical music	Musical conversations	WCET – Recorders (Charanga course)	Musicianship – notation	Grouping beats

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Year 3	Improvise and compose with an introduction to staff notation	Developing knowledge of notation/writing music down	<b>WCET - Ukulele (taught by music specialist)</b>		Compose to stimuli (artwork)	Aural skills, notation & structuring musical ideas
Year 4	Improvise and compose with an introduction to staff notation	Developing knowledge of notation/writing music down	Compose to stimuli (artwork)	Aural skills, notation & structuring musical ideas	<b>WCET- Ukulele (taught by music specialist)</b>	
Year 5	Making compositional decisions about the overall structure of improvisations	Comparing major and minor & developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip	Rhythm patterns and rhythmic notation	<b>WCET – Boomwhackers (Charanga course)</b>	Interesting time signatures	<b>WCET - Keyboards? (Charanga course)</b>
Year 6	Making compositional decisions about the overall structure of improvisations	Comparing major and minor & developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip	Rhythm patterns and rhythmic notation	<b>WCET - Djembe drumming (Charanga course)</b>	Interesting time signatures	<b>WCET - Guitar? (Charanga course)</b>