

Key	Whole-School Performance		Whole-Class Tuition		Whole-School Theme	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Goldilocks and Nursery Threshold Concepts</b>	<ul style="list-style-type: none"> <li>Remember and sing entire songs focus on nursery rhymes</li> <li>Sing the pitch of a tone sung by another person (pitch match)- sing to respond to register and teach instructions</li> <li>Sing the melodic shape, (moving quickie, such as up and down, down and up)</li> <li>Head, shoulders, knees and toes, One finger, one thumb keep moving, 5 little speckled frogs</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p>Whole School - <i>Christmas Showcase - I am a Christmas Angel</i></p>					
<b>Reception Threshold Concepts</b>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses- e.g. classical music, the flight of the bumblebee, the firebird.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses: Disney Fantasia, school composer half-term.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making, dance performing in groups and solo.</li> <li>Begin to move in time with music.</li> </ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>Sing a range of well known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and, when appropriate try to move in time with music.</li> </ul> <p>Whole School - <i>Christmas Showcase - It was on a starry night</i></p>					
<b>Year 1</b>	<p>Songs which could be included within <b>HD1:</b></p> <ul style="list-style-type: none"> <li>-Let's Go Fly a Kite</li> <li>-Little April Shower</li> <li>-Supercalifragilisticexpialidocious</li> <li>-Under the Sea</li> <li>-You Got a Friend In Me</li> </ul>	<p>Songs which could be included within <b>WWW:</b></p> <ul style="list-style-type: none"> <li>-Going over the Sea</li> <li>-Magic Travel Machine</li> <li>-Animal Fair</li> </ul> <p>Whole School <i>Christmas - Jingle Bells (Main melody)</i></p>	<p><b>RockIt Music Keyboard</b></p> <p>Songs which could be included within <b>ASPIRE:</b></p> <ul style="list-style-type: none"> <li>-The animals went by two by two</li> </ul>	<p><b>RockIt Music Steel Pans</b></p> <p>Songs which could be included within <b>HD2:</b></p> <ul style="list-style-type: none"> <li>-Great fire of London</li> <li>-London's burning</li> </ul>	<p><b>RockIt Music Ukulele</b></p> <p>Whole School <i>Magic Moments - Ravel's Bolero vs Kylie Minouge</i></p> <ul style="list-style-type: none"> <li>-Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p>Songs which could be included within <b>GCA:</b></p> <ul style="list-style-type: none"> <li>-Song: Do Anything But Throw It Away (Sing Up)</li> </ul>
<b>Year 1 Threshold Concepts</b>	<ul style="list-style-type: none"> <li>To find and use their singing voice confidently.</li> <li>Sing with a sense of awareness of pulse and control of rhythm.</li> <li>Begin to sing with control of pitch.</li> <li>Begin to evaluate performances.</li> <li>Handle and play instruments in control.</li> <li>Identify and name classroom instruments.</li> <li>Perform a rhythm to a given pulse.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Play tuned and untuned instruments.</li> <li>• Contribute to the creation of a class composition.</li> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Play and perform from a graphic score</li> <li>• Songs linked to themes</li> </ul>					
<b>Year 2</b>	<p>Songs which could be included within <b>HD1</b>:</p> <ul style="list-style-type: none"> <li>-Magnificent Men (Sing Up)</li> <li>-Spaceship Jam (Sing Up)</li> </ul>	<p>Songs which could be included within <b>WWW</b>:</p> <ul style="list-style-type: none"> <li>-John Adams - A Short Ride in a Fast Machine</li> </ul> <p><b>Whole School Christmas Showcase - Jingle Bells (Round phrases)</b></p>	<p><b>RockIt Music Keyboard</b></p> <p>Songs which could be included within <b>ASPIRE</b>:</p> <ul style="list-style-type: none"> <li>-Jobs, Jobs, Jobs (Sing Up)</li> </ul>	<p><b>RockIt Music Steel Pans</b></p> <p>Songs which could be included within <b>HD2</b>:</p> <ul style="list-style-type: none"> <li>-The Titanic Orchestra - The Blue Danube</li> <li>-Sea Shanties (A Round)</li> </ul>	<p><b>RockIt Music Ukulele</b></p> <p><b>Whole School Magic Moments - Mateo Albeniz vs John Williams</b></p> <ul style="list-style-type: none"> <li>-Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>-Clap the beat in different pieces of music.</li> <li>-Recognise different instruments.</li> </ul>	<p>Songs which could be included within <b>GCA</b>:</p> <ul style="list-style-type: none"> <li>-Recycle, recycle, everyone recycle (Sing Up)</li> </ul>
<b>Year 2 Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Sing a melody accurately at their own pitch</li> <li>• Sing songs expressively</li> <li>• Sing with an awareness of other performers</li> <li>• Evaluate performances verbally.</li> <li>• Identify and name instrument families</li> <li>• Identify the pulse in different pieces of music</li> <li>• Play a melody or rhythm from memory on tuned and untuned instruments</li> <li>• Contribute to the creation of a group composition.</li> <li>• Listen and respond to with concentration a range of live and recorded music</li> <li>• Make your own symbols as part of a graphic score</li> <li>• Music linked to themes.</li> </ul>					
<b>Year 3</b>	<p><b>RockIt Music Keyboard</b></p> <p>Songs which could be included within <b>HD1</b>:</p> <ul style="list-style-type: none"> <li>-Victorians composer Rosalind Ellicott - various.</li> </ul>	<p><b>RockIt Music Ukulele</b></p> <p>Songs which could be included within <b>WWW</b>:</p> <ul style="list-style-type: none"> <li>-No Place Like Home - Kerry Andrew</li> <li>-Habanera and Toreador songs from Carmen by</li> </ul>	<p>Songs which could be included within <b>ASPIRE</b>:</p> <ul style="list-style-type: none"> <li>-My old man's a dustman (Sing Up)</li> </ul>	<p>Songs which could be included within <b>HD2</b>:</p> <ul style="list-style-type: none"> <li>-Links to local history: Artists from Birmingham Duran Duran, UB40, Roy Wood/Wizzard, The Moody Blues, Ocean Colour Scene, Slade, ELO, The Streets,</li> </ul>	<p><b>Whole School Magic Moments - Rosalind Ellicott vs Enya</b></p> <ul style="list-style-type: none"> <li>-Sing songs from memory maintaining the tune</li> <li>-Listen to, and identify similarities and</li> </ul>	<p><b>RockIt Music Keyboard</b></p> <p>Songs which could be included within <b>GCA</b>:</p> <ul style="list-style-type: none"> <li>-If I could teach the world to sing (Sing Up)</li> </ul>

		Georges Bizet  <i>Whole School Christmas Showcase - Born is the King (Main melody)</i>		Jamelia.	differences between, different types of music -Recall simple rhythmic patterns -Explores different musical activities with enthusiasm	
<b>Year 4</b>	Songs which could be included within <b>HD1</b> : -Living in Stone Age -We will Rock you (Stoneage)	<b>RockIt Music Ukulele</b>  Songs which could be included within <b>WWW</b> : -Hall of the Mountain King - Grieg -Earth - Hans Zimmer  <i>Whole School Christmas Showcase - Born is the King (Harmony Phrases)</i>	<b>RockIt Music Keyboard</b>  Songs which could be included within <b>ASPIRE</b> : -Build-it Build-it (Sing Up)	<b>RockIt Music Steel Pans</b>  Songs which could be included within <b>HD2</b> : -Viking Rock - AC Black -Invade! - Rock song from Sing Up	<b>Whole School Magic Moments - Joseph Ascher vs Anton Bruckner</b> -Listen to, and identify similarities and differences between, different types of music. -Recall simple rhythmic patterns -Explores different musical activities with enthusiasm -Listen with attention to detail and recall sounds with increasing aural memory -Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	Songs which could be included within <b>GCA</b> : -Let there be peace on Earth (Sing Up)
<b>LKS2 Threshold Concepts</b>	<p><b>By the end of Lower Key Stage 2, pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune</li> <li>• Sing with an awareness of phrases</li> <li>• Play and perform a solo by ear</li> <li>• Play and perform as an ensemble by ear</li> <li>• Recall sound with increasing aural memory</li> <li>• Perform and play improvisation</li> <li>• Identify when performances are live or recorded</li> <li>• Be able to name great composers and musicians</li> <li>• Begin to understand musical history</li> <li>• Compose music that describes contrasting moods</li> <li>• Compose an accompaniment to a well known song</li> <li>• Perform long and short sounds in response to symbols (notation)</li> </ul>					

# Goldsmith Primary Academy

## Music - Curriculum Overview

<p><b>Year 5</b></p>	<p><b>RockIt Music Steel Pans</b></p> <p>Songs which could be included within <b>HD1</b>: -It's all Greek to me!</p>	<p>Songs which could be included within <b>WWW</b>: -What a wonderful world...</p> <p><b>Whole School Christmas - Feliz Navidad.</b></p>	<p>Songs which could be included within <b>ASPIRE</b>: -Build-it Build-it (Sing Up)</p>	<p>Songs which could be included within <b>HD2</b>: -Just Like a Roman (Sing Up)</p>	<p><b>RockIt Music Ukulele</b></p> <p><b>Magic Moments - Elvis Presley vs Andrea Gabrieli</b></p> <p>-Listen, and respond to, live and recorded music. -Listen to and compare music from around the world. (Elvis Presley and Andrea Gabrieli) -Develop an understanding of the history of music. -Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>	<p><b>RockIt Music Keyboard</b></p> <p>Songs which could be included within <b>GCA</b>: -Let there be peace on Earth (Sing Up)</p>
<p><b>Year 6</b></p>	<p><b>RockIt Music Steel Pans</b></p> <p>Songs to be included within <b>HD1</b>: -Walk Like an Egyptian -Gift of the Nile -Reach</p>	<p><b>RockIt Music Ukulele</b></p> <p>Songs to be included within <b>WWW</b>: -Samba Music -Harvest -Samba -Brazilian -carnival music</p> <p><b>Whole School Christmas - Silent Night (Signed)</b></p>	<p>Songs to be included within <b>ASPIRE</b>: -The Periodic Table Song (Sing Up)</p>	<p>Songs to be included within <b>HD2</b>: -Ostinato percussion -Rhythms Mayan Dance</p>	<p><b>Magic Moments - Darius Milhaud vs Oasis</b></p> <p>-Develop an understanding of the history of music. -Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -Improvise and compose music for a range of purposes using the</p>	<p><b>RockIt Music Keyboard</b></p> <p>Songs to be included within <b>GCA</b>: -Imagine - John Lennon (Sing Up)</p>

					inter-related dimensions of music -Listen with attention to detail and recall sounds with increasing aural memory -Use and understand staff and other musical notations	
<b>UKS2 Threshold Concepts</b>	<p><b><i>By the end of Key Stage 2, pupils will be taught to:</i></b></p> <ul style="list-style-type: none"> <li>● Sing songs with increasing control of breathing, posture and sound projection</li> <li>● Perform using notation as support</li> <li>● Use and understand staff and other musical notation</li> <li>● Internalise short melodies and play on pitched percussion (by ear)</li> <li>● Recall different musical genres in musical history</li> <li>● Compose/write lyrics to a well known song</li> <li>● Use ICT to compose music</li> <li>● Compose a short song to own lyrics based on everyday phrases</li> <li>● Perform as an ensemble playing in independent part</li> </ul>					