

Overview of Learning Objectives

Reception:

Using the DaCapo approach, all children are guided through the start of their musicianship development by finding their singing voices and using them. Class performances happen at Christmas and in the summer.

Listening: Saint-Saens, Carnival of the Animals

Autumn Term: Singing 2/3 note songs, the children are introduced to the basic concepts of making music by doing just that: singing and making music! (DaCapo syllabus)

Listening: Saint-Saens, Carnival of the Animals, Intro and Elephant

Spring Term: Pulse work is solidified; pitch range expanded and musical notation (rhythm cards) starts to be put into context of making music. (DaCapo syllabus)

Listening: Saint-Saens, Carnival of the Animals, Aquarium and Aviary

Summer Term: Independence in activities is now nurtured, creativity is developed further and children are prompted to recognise patterns in their music-making. (DaCapo syllabus)

Listening: Saint-Saens, Carnival of the Animals, Swan and Finale

Year 1:

Moving on from the skills developed in Reception, children continue to develop their musicianship through their voices, movement and enjoyment! Class performances happen at Christmas and in the summer.

Listening: Prokofiev, Peter and the Wolf

Autumn Term: Co-ordination is developed and vocal control starts to get given Kodaly labels (doh-re-mi etc) and hand signs. (DaCapo syllabus)

Listening: Prokofiev, Peter and the Wolf, Peter's theme and The Bird

Spring Term: More complex notation is introduced. Ongoing focus on vocal control, rhythm, pulse and movement - through creating music, use of percussion instruments and having a good time! (DaCapo syllabus)

Listening: Prokofiev, Peter and the Wolf, The Cat and The Duck

Summer Term: The number of beats in any known song is brought to the attention of the children, as well as structural elements and heightened Kodaly knowledge (doh-re-mi etc) and hand sign co-ordination. (DaCapo syllabus)

Listening: Prokofiev, Peter and the Wolf, Grandfather Theme and the Wolf

Year 2: Whole class instrument learning: RECORDER (summer term)

The children continue to develop their vocal control and, as they get older, their range increases, as does their naturally obtained understanding of music. The chosen songs for Year 2 reflect this. Class performances happen at Christmas and in the Summer.

Listening: Tchaikovsky, The Nutcracker

Autumn Term: Use of varied vocal articulation to express mood and character in their songs is encouraged. Identification of line and space notes in musical notation. (DaCapo syllabus)

Listening: Tchaikovsky, The Nutcracker, March

Spring Term: Number of beats in the bar (2/3/4) is explored through movement and musical notation. (DaCapo syllabus)

Listening: Tchaikovsky, The Nutcracker, Arabian Dance

Summer Term: Vocal range is increased and knowledge of Kodaly names (doh-re-mi etc) and hand signs developed. (DaCapo syllabus)

Whole class instrument learning: RECORDER

Listening: Tchaikovsky, The Nutcracker, Waltz of the Flowers

Year 3:

Year 3 is where the children's foundation in musicianship from KS1 really starts to develop. Their singing voices mature and musical independence grows. They start singing confidently in canons and in parts, inventing their own musical passages, and begin reading music in varied formats. They also learn the trumpet in Y3. Class performances happen at Christmas and in the summer, and informal ones at assemblies throughout the year.

Listening: Edward Elgar

Autumn Term: Read simple music in various formats; identify dotted rhythms in songs and sing and sign full octave range with Kodaly names (doh-re-mi). (DaCapo syllabus)

Listening: Edward Elgar, Pomp and Circumstance March no.1 in D, op.39

Spring Term: Apply learning of dotted rhythms to reading and writing, experimenting with major and minor tonalities. (DaCapo syllabus)

Listening: Edward Elgar, Salut D'amour op.12

Summer Term: Start to write simple music in various formats, begin understanding of a scale and the relationship between notes, and sight reading skills of any rhythm. (DaCapo syllabus)

Listening: Edward Elgar, Cello concerto in E Minor op.85

Year 4: Whole class instrument learning: UKULELE (summer term)

The children continue to sing a variety of songs and develop their understanding of music through this. Notation becomes more important and reading of simple scores develops. They also apply their musical learning to the ukulele this year, dealing with co-ordination, singing and playing, and taking part in high quality, enjoyable music making every week. Class performances happen at Christmas and in the summer, and informal ones at assemblies throughout the year.

Listening: Mozart

Autumn Term: Notation and expression: start to explore dynamic markings on the music and find the number of beats via the time signature. (DaCapo syllabus)

Listening: Mozart, Rondo ala Turka

Spring Term: Notation and expression: Start to explore tempo markings, and learn to look at the key signature to find out what the home note is. (DaCapo syllabus)

Listening: Mozart, Eine Klleine Nachtmusik: Allegro

Summer Term: Recognise number of beats in new repertoire and identify more complex rhythms. (DaCapo syllabus)

Whole class instrument learning: UKULELE

Listening: Mozart, Horn Concerto 4 iii: Rondo

Year 5:

The Children move forwards with their musical learning, using their developing voices to take part in increasingly complex musical activities. Independence is also evolving, giving more confidence to every child as a musician. Class performances happen at Christmas and in the summer, and informal ones at assemblies throughout the year.

Listening: Film and Music: How music is used in film and TV

Autumn Term: Develop confidence in using, understanding and moving between various types of musical notation. (DaCapo syllabus)

Listening: Film and Music: How music is used in film and TV ("One Man Band" - Disney Pixar Short)

Spring Term: Identify 2/4, 3/4, 4/4 as "simple time" and name intervals from the home note up to a 5th. (DaCapo syllabus)

Listening: Film and Music: How music is used in film and TV ("Sorcerer's Apprentice" - Fantasia)

Summer Term: Sing songs that contain chromatic notes, understand simple articulation markings on music and identify syncopation in known songs. (DaCapo syllabus)
Listening: Film and Music: How music is used in film and TV ("We Don't Talk About Bruno" – Encanto)

Year 6:

Musicianship in Year 6 will be developed to a high standard in all areas of practical music making. Children will continue to improve and gain confidence in their skills as both independent musicians and as part of a group. They will learn to play together within an ensemble of various instruments, learn to follow a conductor and read music. Year 6 also have many chances to perform this year: Christingle, Christmas Assembly, Easter concert (The Year 6 Orchestra) and their Leavers' Assembly
Listening: Benjamin Britten; Snarky Puppy

Autumn Term: Start to use formal names for all rhythms (crotchet, quaver etc) and identify if a known song's tonality is major or minor. (DaCapo syllabus) Learn to play together in ensemble playing, learn to follow a conductor and read music.

Listening: Benjamin Britten, Sea Interludes op.33a. 2nd Movt, Sunday Morning

Spring Term: Recognize compound time as 6/8, 9/8, 12/8 etc, and vary the home note of well-known songs. Continue to play in an ensemble setting. Start to read 2 part music and simple scores. (DaCapo syllabus)

Listening: Snarky Puppy, Sylva: The Curtain

Summer Term: Experiment with devising and transcribing their own structured compositions. Prepare for Leavers assembly. (DaCapo syllabus)

Listening: Snarky Puppy, Sylva: Gretel

