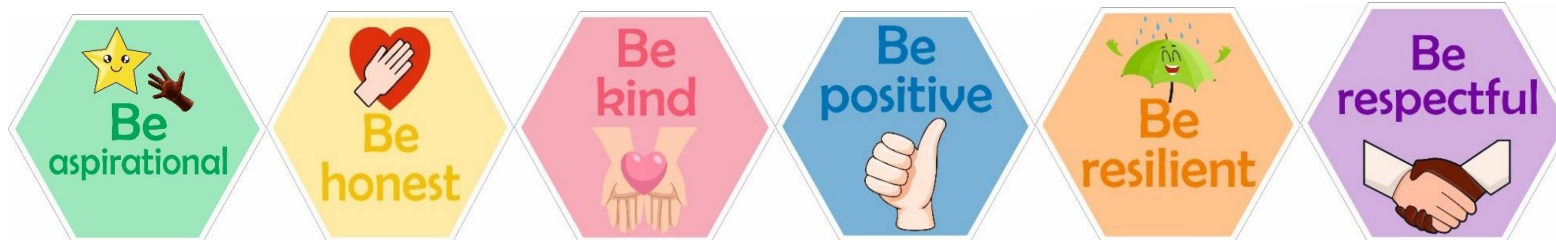
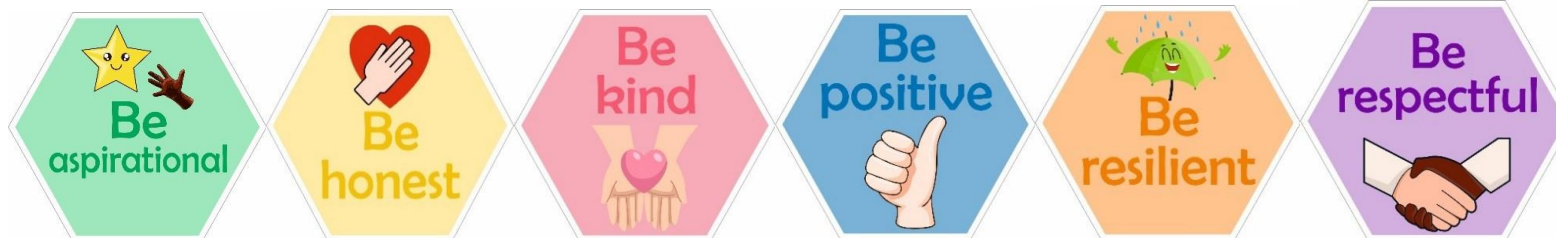


Mablethorpe Primary Academy Music Subject Overview



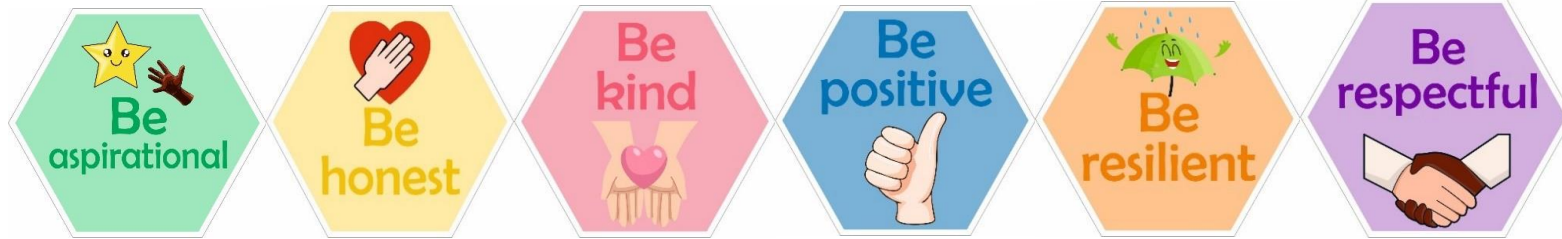
Year A	Nursery	Reception	Year 1 / 2	Year 3 / 4	Year 5 / 6
Term 1	<p>Easily locates Sound sources and can talk about sounds heard</p> <p>Join in with nursery rhymes.</p> <p>Sings a large repertoire of songs</p> <p>Knows many Rhymes</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately.</p> <p>Start and stop together</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately.</p> <p>Start and stop together</p>	<p>Toys -</p> <p>Teddy Bears Picnic - Copellia by Delibes - Romanticism Toy Symphony by Malcom Arnold</p> <p>Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Stone Age, Bronze Age, Iron Age - (Drumming techniques and songs about the time period studied) - Musical Traditions</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>	<p>Richard III Medieval Music (Drumming techniques and medieval folk songs)</p> <p>La Messe de Nostre Dame by Guillaume de Machaut Sumer Is Icumen In by Anon Miri is while Summer Ilast by Anon Agnis Dei by John Dunstable</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>
Term 2	<p>Easily locates Sound sources and can talk about sounds heard</p> <p>Join in with nursery rhymes.</p> <p>Sings a large repertoire of songs</p> <p>Knows many Rhymes</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs,</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time</p>	<p>The Nativity: Nativity Songs - Modern</p> <p>Listening and appraising: Nativity Play Songs.</p> <p>Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Musical Rainforests - Musical Traditions</p> <p>Sounds of the Rainforest (images to sounds/music/graphic scores)</p> <p>IDOM - To understand and use musical terms: pitch, tempo, and dynamics.</p> <p>To create simple graphic scores based on rainforest sounds.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing</p>	<p>English Folk Songs -</p> <p>The Lincolnshire Posy by Percy Grainger</p> <p>English Folk Song Suite - Ralph Vaughn Williams - 20th Century period</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>

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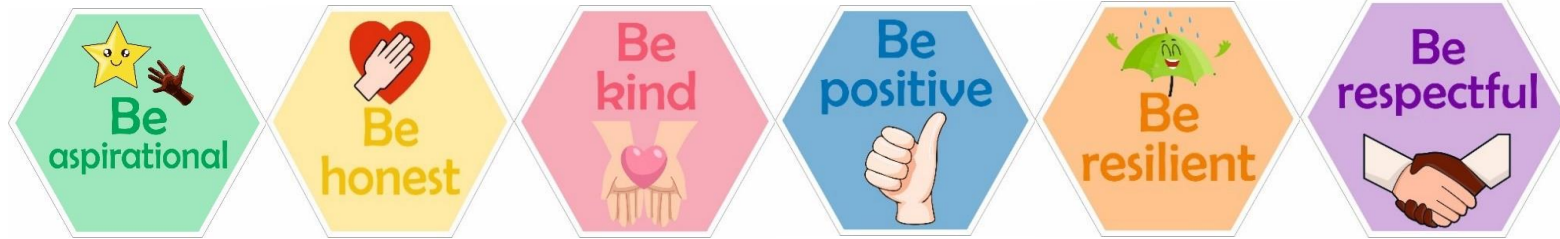
	circle time songs, line up songs) and respond appropriately. Start and stop together	songs, line up songs) and respond appropriately. Start and stop together		aural memory : use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians :develop an understanding of the history of music.	
Term 3	Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Nocturnal Animals/What will we see at night? Twinkle Twinkle Little Star Variations around Twinkle Twinkle Little Star by Mozart The Planet Suite by Gustav Holst - 20 th Century period Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Rocking Romans - Early Music Roman Empire/Imperium Romanum (27 BC - 395 AD) Music and Fanfares Oh The Strata of Society Gods and Goddesses Gladiators into the arena Boudicca - BBC Teach Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians :develop an understanding of the history of music.	Body percussion and Vocal sounds - Folk music and hip-hop: Jazz Take The 'A' Train - 4 Billy Strayhorn/ Duke Ellington Orchestra Music - Cleo Lane Me, Myself and I by De La Soul Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians :develop an understanding of the history of music.
Term 4	Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied	Castles and Dragons - Let's build a castle from Primary Songs Music from medieval period - instrumental music Voicelinks: The King is in the Castle Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Castles and Dragons <i>Night on a bare Mountain</i> by Mussorgsky - Romantic Period Wagner Siegfried - His Slaying of the Dragon Romantic Period Mozart Th Magic Flute - Dragon Scene - Classical Period How to Train Your Dragon theme music Pentatonic Scales - Create Dragon Music (Journey of The Dragon)	Castles and Dragons: Lord of The Rings- Sounds of the Shire by Howard Shore The Desolation of Smaug - Ed Sheeran The Song of The Lonely Mountain by Neil Finn - Contemporary Hall of the Mountain King - Grieg - Romantic Period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail

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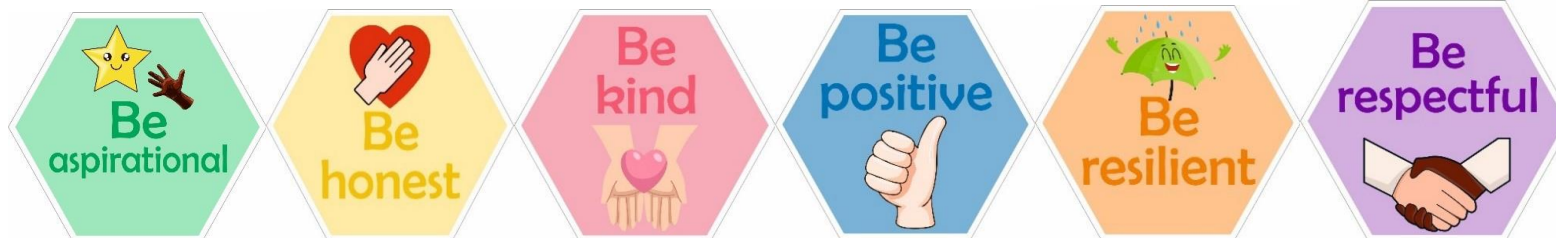
	variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.	and recall sounds with increasing aural memory : use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.
Term 5	Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Gardens and Allotments The Four Seasons by Vivaldi - Baroque Period IDOM - Pulse, rhythm, pitch - know the sounds of different instruments Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Egyptians - Musical Traditions Creative History Rock Songs End point To create own Lyrics Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.	Evolution and Inheritance Saint Saens Carnival of the Animals - Romantic Period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.
Term 6	Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems	Seaside past and present Sea shanties - Hook - The Wellerman (Folk Song)- Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned	Water Cycle Handel's Water Music - Baroque period	Greeks: Zorba Dance - 20th Century period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing

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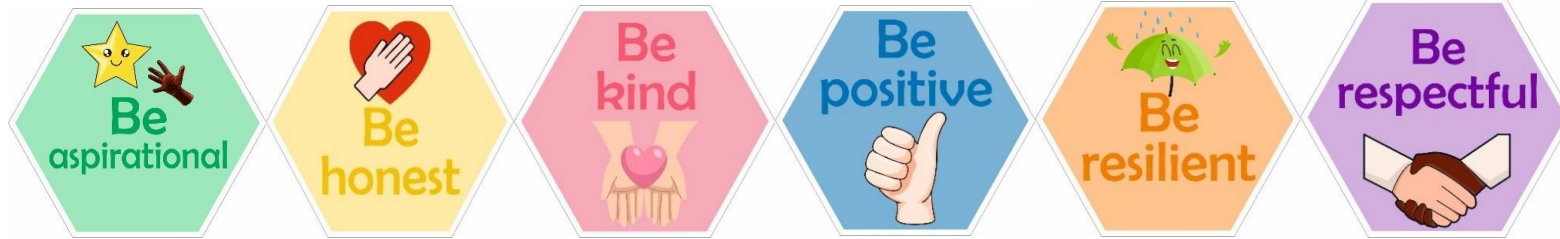
	<p>repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together</p>	<p>and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together</p>	<p>instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.</p>	<p>accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.</p>
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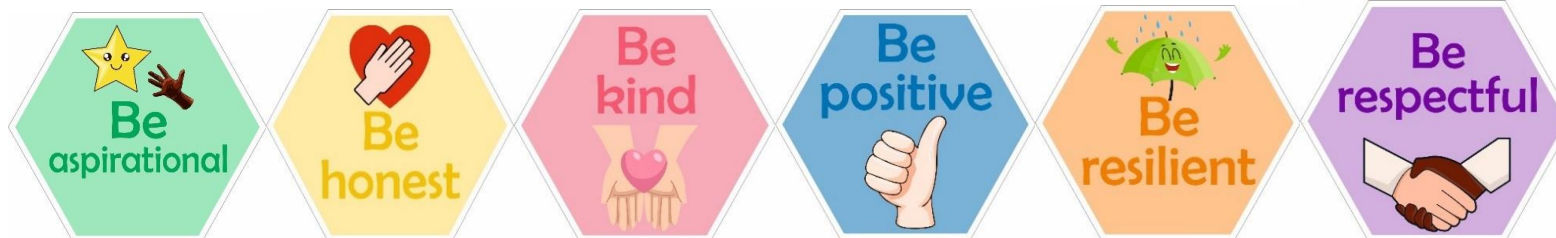
Year B	Nursery	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Term 1	<p>Easily locates Sound sources and can talk about sounds heard</p> <p>Join in with nursery rhymes.</p> <p>Sings a large repertoire of songs</p> <p>Knows many Rhymes</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately.</p> <p>Start and stop together</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately.</p> <p>Start and stop together</p>	<p>Special places</p> <p>Traditional folk songs of the UK.</p> <p>Cockney songs (London)- 20th Century Period</p> <p>Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Mablethorpe High Street - Percy Grainger and Lincolnshire Folk Songs - 20th Century Period</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.</p>	<p>1953 Flood</p> <p>Ralph Vaughn Williams</p> <p>Sea Symphony</p> <p>The Hebrides Overture -</p> <p>Fingals cave Mendelson</p> <p>Debussy - La Mer - 20th Century Period</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.</p>
Term 2	<p>Easily locates Sound sources and can talk about sounds heard</p> <p>Join in with nursery rhymes.</p> <p>Sings a large repertoire of songs</p> <p>Knows many Rhymes</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately.</p>	<p>Nativity -</p> <p>Nativity songs from the play:</p> <p>Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Greta Thunberg / David Attenborough - Climate Change and Music 9 Pieces Inspired by Climate Change 20th Century Period</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention</p>	<p>Mayans - Mayan instruments- ocarinas- woodwind/ pipes music - Musical Traditions</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention</p>

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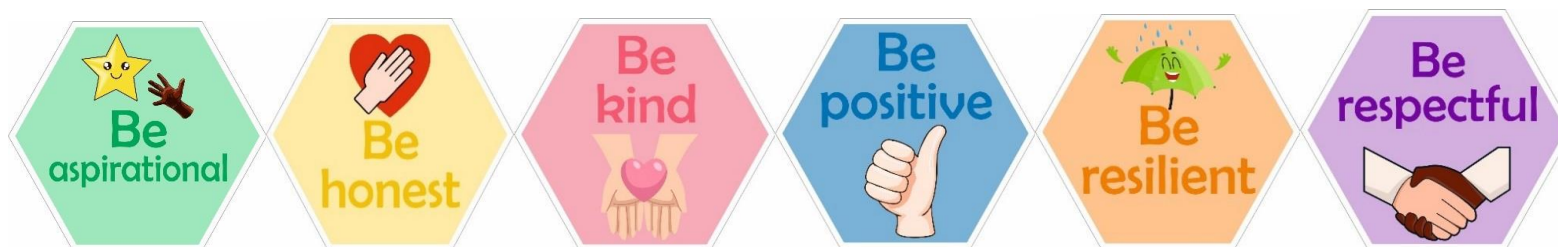
	using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Start and stop together		accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory ; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.	to detail and recall sounds with increasing aural memory ; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.
Term 3	Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Benjamin Zephaniah and Beatrix Potter – (Dub poetry and Rap) - Contemporary/20th Century period Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Volcanoes – Symphony No. 50, Op. 360, "Mount St. Helens": III. Volcano: Adagio – Allegro Dancing on the edge of a volcano- 20th Century period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.	

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<p>Term 4</p>	<p>Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together</p>	<p>Farm to Fork –Songs related to Farms and animals. Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Anglo Saxon and Scotts Thematic Music I Anglo-Saxons - Inspire Education The Anglo-Saxons: Alfred the Great BBC Teach I'm An Anglo-Saxon (Song) - History Rocks Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.</p>	<p>World War II - World War 2 songs Run Rabbit We'll meet again Wish me luck as you wave me goodbye Moonlight Serenade - 20th Century period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.</p>
<p>Term 5</p>	<p>Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together</p>	<p>Woodlands – Peter and The Wolf- The Young Persons Guide to the Orchestra - Benjamin Britten - 20th Century Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select</p>	<p>Woodlands – Tales from the Vienna wood by Strauss - Romantic Period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from</p>	<p>Woodlands: Glazunov – The Seasons- Late Romantic Period Beethoven – Symphony No.6 ‘Pastoral’ - Classical period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory ; use and understand staff</p>

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	up songs) and respond appropriately. Start and stop together		and combine sounds using the inter-related dimensions of music.	great composers and musicians ;develop an understanding of the history of music.	and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.
Term 6	Easily locates Sound sources and can talk about sounds heard Join in with nursery rhymes. Sings a large repertoire of songs Knows many Rhymes Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Pupils begin to find their singing voice and begin to develop a sense of pitch over a small range of notes using a variety of songs (both accompanied and unaccompanied, tidy up songs, circle time songs, line up songs) and respond appropriately. Start and stop together	Technology past and present - Musique Concrete Karlheinz Stockhausen: Telemusik (1966) Daphne Oram - Tumblewash Pierre schaeffer - "etude aux chemins de fer" - 20 th Century Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.	Anglo Saxon and the Viking struggle - Beowulf's Song Grendel The Revenge of Grendel's Mother- BBCTeach Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.	Space Race - Strauss : Also Sprach Zarathustra - Symphonic tone poems - Late Romantic period Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ;develop an understanding of the history of music.

NB In every lesson the following will be taught to develop children's musicality. Sing expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.

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