



Newberries Primary School – Music Overview



Foundation Stage

Year R

Autumn

Autumn 1

Unit 1: Me! - explore: growing, homes, colour, toys, how I look

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place.

Autumn 2

Unit 2: My Stories - explore: using your imagination.

Skills:

1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too.
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

Musical learning focus

- Listening and responding to different

Spring

Spring 1

Unit 1: Everyone! - explore: family, friends, people and music from around the world.

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place.

Spring 2

Unit 2: Cross-curricular and topic-based focus: Our World - explore: animals, jungle, mini beasts, night and day, sand and water, seaside, seasons, weather, sea, space.

Skills:

1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too.
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

Summer

Summer 1

Unit 1: Big Bear Funk - A Transition Unit:

1. Listen and Appraise
2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
3. Perform and Share

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

Summer 2

Unit 2: Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with

	<p>styles of music</p> <ul style="list-style-type: none"> • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place. 	<p>Musical learning focus</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place. 	<p>nursery rhymes and action songs</p> <ul style="list-style-type: none"> • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place.
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KS1

Year 1	Autumn	Spring	Summer
	<p>Autumn 1</p> <p>Unit 1: Hey You!</p> <p>Style: Old School Hip Hop</p> <p>Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Spring 1</p> <p>Unit 1: In the Groove</p> <p>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Topic and cross curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Summer 1</p> <p>Unit 1: Your Imagination</p> <p>Style: Film,Pop, Musicals</p> <p>Topic and cross curricular links: Using your imagination and creating your own lyrics.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise.
	<p>Autumn 2</p>	<p>Spring 2</p>	<p>Summer 2</p> <p>Unit 2: Reflect, Rewind and Replay</p>

	<p>Unit 2: Rhythm In The Way We Walk and The Banana Rap</p> <p>Style: Reggae, Hip Hop</p> <p>Topic and cross curricular links: Action songs that link to the foundations of music</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Unit 2: Round and Round</p> <p>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Style: Western Classical Music and your choice from Year 1</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise.
Year 2	Autumn	Spring	Summer
	<p>Autumn 1</p> <p>Unit 1: Hands, Feet, Heart</p> <p>Style: South African styles</p> <p>Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Spring 1</p> <p>Unit 1: I Wanna Play in a Band</p> <p>Style: Rock</p> <p>Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. <p>Spring 2</p>	<p>Summer 1</p> <p>Unit 1: Friendship Song</p> <p>Style: Pop, Soul, Film, Musicals</p> <p>Topic and cross curricular links: Friendship and being kind to one another.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. <p>Summer 2</p>

	<p>Autumn 2</p> <p>Unit 2: Ho Ho Ho</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. 	<p>Unit 2: Zoo Time</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. 	<p>Unit 2: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise.
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KS2

Year 3	Autumn	Spring	Summer
	<p>Autumn 1</p> <p>Unit 1: Let Your Spirit Die</p> <p>Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross curricular links: Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Spring 1</p> <p>Unit 1: Three Little Birds</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise 	<p>Summer 1</p> <p>Unit 1: Bringing Us Together</p> <p>Style: Disco</p> <p>Topic and cross curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise.

	<p>Autumn 2 Unit 2: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. 	<p>Spring 2 Unit 2: The Dragon Song</p> <p>Style: A little bit funky and music from around the world.</p> <p>Topic and cross curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. 	<p>Summer 2 Unit 2: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 3</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise.
Year 4	Autumn	Spring	Summer
	<p>Autumn 1</p> <p>Unit 1: Mamma Mia</p> <p>Style: ABBA</p> <p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 	<p>Spring 1</p> <p>Unit 1: Stop</p> <p>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Topic and cross curricular links: Composition, bullying.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 	<p>Summer 1</p> <p>Unit 1: Blackbird</p> <p>Style: The Beatles</p> <p>Topic and cross curricular links: Civil rights. The development of Pop music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation.

	<p>5. Playing instruments with a song. 6. Improvise.</p> <hr/> <p>Autumn 2 Unit 2: Glockenspiel Stage 2</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. 	<p>6. Improvise.</p> <hr/> <p>Spring 2 Unit 2: Lean on Me</p> <p>Style: Gospel</p> <p>Topic and cross curricular links: Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. 	<p>6. Improvise.</p> <hr/> <p>Summer 2 Unit 2: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 4</p> <p>Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise.
Year 5	Autumn	Spring	Summer
	<p>Autumn 1</p> <p>Unit 1: Living on a Prayer</p> <p>Style: Rock</p> <p>Topic and cross curricular links: How rock music developed from the Beatles onwards.</p>	<p>Spring 1</p> <p>Unit 1: Make you Feel My Love</p> <p>Style: Pop Ballads</p> <p>Topic and cross curricular links: Historical context for ballads</p>	<p>Summer 1</p> <p>Unit 1: Dancing in the Street</p> <p>Style: Motown</p> <p>Topic and cross curricular links: The history of Motown and its importance in the</p>

	<p>Analysing performance.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. <hr/> <p>Autumn 2 Unit 2: Classroom Jazz 1</p> <p>Style: Jazz</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise 	<p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. <hr/> <p>Spring 2 Unit 2: The Fresh Prince of Bel Air</p> <p>Style: Hip Hop</p> <p>Topic and cross curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise 	<p>development of Popular music. Civil rights.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise. <hr/> <p>Summer 2 Unit 2: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 5</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise.
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Year 6	Autumn	Spring	Summer
	<p>Autumn 1</p> <p>Unit 1: Happy</p> <p>Style: Pop/Motown</p> <p>Topic and cross curricular links: What makes us happy? Video/project with musical examples.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Spring 1</p> <p>Unit 1: A New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: Literacy and history, Britten100. org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song. 6. Improvise. 	<p>Summer 1</p> <p>Unit 1: You've Got a Friend</p> <p>Style: The Music of Carole King</p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 4. Singing – 5. Playing instruments with a song with or without notation. 6. Improvise.
	<p>Autumn 2</p> <p>Unit 2: Classroom Jazz 2</p> <p>Style: Jazz, Latin, Blues</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 3. Singing – 4. Playing instruments with a song with or without notation. 5. Improvise. 	<p>Spring 2</p> <p>Unit 2:</p> <p>Style:</p> <p>Topic and cross curricular links:</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 3. Singing – 4. Playing instruments with a song with or without notation. 5. Improvise. 	<p>Summer 2</p> <p>Unit 2: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 6</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Finding the pulse 3. Listening to the rhythm and clap along. 3. Singing – 4. Playing instruments with a song with or

			without notation. 5. Improvise
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