
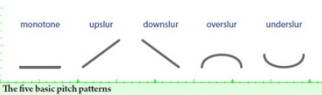


Music Overview - Iqra Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>EYFS developmental steps</u> Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes Imitation of existing sounds with movements that match the tempo of the sounds.</p>					
EYFS	<p><u>Sing a range of well-known nursery rhymes and songs:</u> Wind the bobbin up wheel on the bus Five Senses Song CoCo melon Nursery Rhymes Song: Bismillah Focus: Rhythm and rhyme https://www.youtube.com/watch?v=cHqfk5IMw-E</p>	<p><u>Under the sea</u> Focusing on sounds from under the sea (including: song – a hole in the bottom of the sea.) Using percussion instruments create a mood for different type of sea creatures</p>	<p><u>Natural Sounds from the Environment</u> Using sounds from the natural world eg: the howling wind – children use their voices and body percussion to imitate sounds.</p>	<p><u>Sing and perform the song: Giving Sadaqah</u> https://www.youtube.com/watch?v=hSM_7VXysrQ To create sounds and movement to accompany stories and match the mood of the story eg: little red riding hood moving through the forest and meets the wolf (scary sounds)</p>	<p><u>Minibeast songs</u> Children to use instruments to create a combination of movements and gestures in order express their ideas about how different minibeasts move Ant go marching + flight of the bumble bee by Rimsky Korsakov</p>	<p><u>Farms (Other animals)</u> Old Macdonald had a farm and other animal songs Singing and responding to sounds using movement/ instruments</p>
<p>By the end of EYFS children will be able to combine movements and gestures which represent feelings, ideas and experiences. They will be able to choose particular movements, instruments/ sounds, colours and materials to imitate existing sounds as well as for their own imaginative purposes. Use of technology is used in every lesson to play songs, nursery rhymes and chants with visuals.</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p><u>Listening/ Composing Toy Story</u> Identifying sound effects in old toys and new toys and recreating the sounds for a scene in the Toy Story movie.</p>	<p><u>Singing:</u> Understanding singing at different pitches through simple songs Rain rain go away Cobbler cobbler mend my shoes Hot cross buns</p>  <p>C D E G A C1</p>	<p><u>Composing</u> Pinocchio Puppet Dance Create puppet movements to accompany their compositions. Composing music based on inspiration from inspired by: www.youtube.com/watch?v=97IYO-P1V18 Using percussion instruments/body percussion with the focus being on tempo, pitch, tune and repetition of rhythmic patterns (ostinato) Performance opportunities in EOTA</p>	<p><u>Listening/Composing:</u> Analysing Vivaldi's 4 seasons With the focus on Tempo (Moderately fast, fast, lively and fast, extremely fast) and the mood it creates. Discussing the different seasons and why such music was used to represent each season. Composing own seasonal sounds using percussion instruments/ body percussion. Knowledge of pitch patterns.</p>  <p>The five basic pitch patterns</p>	<p><u>Singing:</u> Faith – Iqra Choir song Develop ability to internalise a steady pulse – e.g. 'sing' short extracts 'in your head' Sing with a good sense of pulse and rhythm Sing new repertoire increasingly in tune within a limited pitch range. (Year2 Obj) Performance opportunities in EOTA</p>	<p><u>Listening</u> Looking at traditional Brazillian music – Samba. Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown https://www.youtube.com/watch?v=_Cd6Kaf0ag0</p>
Technology	Using technology to watch clips and mimic/innovate the sounds from Toy Story	Experimenting pitches on a pentatonic scale using musical apps on the ipads.	Using iPad to record/playback compositions with the intention to make improvements. Use iPad to film for evaluation	Using iPad to record/playback group compositions with the intention to make improvements.	Using iPad to record/playback singing with the intention to make improvements.	Using technology to listen to sounds of musical instruments from Brazilian culture
Reading music	Understanding and reading graphic notations	Recognising high and low pitches in a song using dot notations Do-re-mi-so-la	Reading dot/stick notations to play repeated patterns.	Reading notations to play at the correct pitch .		
Representing written music	Use graphic notations to represent their sound imitation		Use dot notations to represent the number of beats. Use stick notations to represent tempo/pitch	Use the 5 basic pitch patterns to indicate the varying pitches		

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Y2	<p>Listening/ Singing: (Culture) The Beatles – 1960’s</p> <p>‘Here comes the sun’ Begin by understanding the history of The Beatles. Who they were? When and how did they come to fame? What genre music did they compose? Etc. discuss the message behind the song before rehearsing with the children with a focus on pulse, melody and rhythm.</p>	<p>Composing:</p> <p>Play copycat rhythms, create copycat rhythms, copying a leader and invent rhythms for others to copy using untuned percussion instruments. (represent them with a stick notation: crochet’s, quavers and crotchet rests) https://www.youtube.com/watch?v=4Tsm-VV6cOs</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?)</p>	<p>Singing:</p> <p>Nasheed: Subhanallah (Praising gods creations) by Nadeem Mohammad</p> <p>Developing on skills learnt in Autumn 1 and building upon those to sing a different style of song in a different language.</p>	<p>Listening/ Composing: (Culture) African: The lion sleeps tonight.</p> <p>https://www.youtube.com/watch?v=woBZME7sN3E</p> <p>Begin by understanding the history of African cultural music and its purpose. Recognise the instruments used. Listen to 3 variations of the same song and make comparative evaluations on their effectiveness. ‘the lion sleeps tonight’ steel drums version, vocals only and movie sound track.</p> <p>A main component of African Music is polyrhythms (sometimes called cross rhythms). Polyrhythms are two or more rhythms played simultaneously at the same tempo. Children to compose their own rhythms to accompany the song. Performance opportunities in EOTA</p>	<p>Singing:</p> <p>United we stand – Iqra choir song (rap style)</p> <p>Follow and lead simple performance directions, demonstrating understanding of these through singing</p> <p>Perform with a good sense of pulse and rhythm</p>	<p>Listening: Pop</p> <p>Listen to the movie soundtrack of Pirates of the Caribbean. Identify instruments, musical elements used to create this. Make comparisons with acapella version describing it using musical language.</p> <p>Practice/ imitate acapella version as a class using body percussion. Performance opportunities in EOTA.</p>
Technology	Using iPad to record/playback singing with the intention to make improvements.		Using iPad to record/playback singing with the intention to make improvements.	Using technology to listen to music and evaluate. Using iPad to record/playback composition with the intention to make improvements.	Using iPad to record/playback singing with the intention to make improvements.	Using technology to listen to the sounds of various musical instruments. (strings, drums and wind) which will be imitated using voice.
Reading music		Read and respond to chanted rhythm patterns during performance		Using drums, play the polyrhythms		
Representing written music		Represent copycat rhythms with stick notation including crotchets, quavers and crotchets rests (representing the number of beats).		Create polyrhythm notations for teacher/ peers to follow.		
<p>By the end of KS1 pupils will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will have experimented with and played tuned and untuned percussion instruments to create, select and combine sounds using the inter-related dimensions of music. They will be able to listen with concentration and understanding to a range of high-quality live and recorded music. Children will also have had the opportunity to use technology to play sounds (on a pentatonic scale), listen to music/instruments as well as imitate them using vocals and record their own compositions with the intention to change and combine sounds. Through the use of musical apps, they will be taught how to recognise different sound pitches on a pentatonic scale. They will be able to read back on their notations in order to perform their compositions. They will be taught how to represent varying pitches using the five basic pitch patterns and keep a record of their compositions using graphic , stick and dot notations.</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>Composing Recreating the melody to tala-al using daffs</p> <p>Children to learn about the history of the daff and where it originates from. They will learn about the parts of the daff and the sounds each part make focusing on tempo and pitch as well as playing the instrument in line with the group.</p>	<p>Singing: Legacy of Ancient Rome Rap then using the same structure and style children to create their own rap. Children will be introduced to concepts of beatboxing. They will be composing beatbox sounds/ rhythms using Bass drum and Hi Hat (B/T) which will accompany their rap. Performance opportunities in EOTA.</p>	<p>Singing: Spiderman – Omar Esa Be aware of posture when singing Accurately maintain a pulse Use rehearsals to develop musical quality – e.g. clear starts, ends of pieces/ phrases, technical accuracy etc</p>	<p>Performing: The sound of natural disasters Listen to the Rain (Unison/Two-part) - Stephen L. Lawrence (recommended) https://www.youtube.com/watch?v=JydbqQKArM0 Perform a soundscape using body percussion focusing on forte (loud) and piano (soft) when imitating sounds of severe weather as the beat and tempo of the music changes. Children will use the pentatonic scale to compose their soundscape using Gaarage band.</p>	<p>Listening: (Culture): Comparing music of ancient Egypt – focusing on mood, atmosphere, imagery Ancient Egyptian Music - Tomb of the Ancients https://www.youtube.com/watch?v=GI6dOS5ncFc Ancient Egyptian Music - The Nile River https://www.youtube.com/watch?v=N_y8ITF2EpY#cleopatra#egypt#egyptian Ancient Egyptian Music - Cleopatra https://www.youtube.com/watch?v=gIjeVp6ZpFI</p>	<p>Composing Compose song accompaniments using known rhythms, they will learn about two different musical elements used in compositions: ostinati and drones Create simple rhythmic patterns, melodies and accompaniments using the piano on Garage band. Introduction to the C major scale. (revisit S2 stave clef) Begin to recognise how short rhythmic patterns found in speech have a musical 'rhythm'</p>
Technology	Using technology to listen to daff sounds and record own compositions based on the theme.	Using iPad to record and layer vocals using garage band audio recorder.	Using iPad to record/playback singing with the intention to make improvements.	Use garage band app to create rhythms using a pentatonic scale using vocals (recorded on audio recorder) or the piano	Using technology to listen to a range of Egyptian musical instruments and identify from cultural music	Use garage band app to create rhythms using a C major scale using the piano and vocals Use vocals to experiment and record a drone
Reading music		Beatbox according to the drum pattern planned out (B/T)		Play music represented on the pentatonic scale		Follow dot notations to play rhythms
Representing written music		Write out the beatbox drum pattern (B/T)		Write music using the notes of the pentatonic scale using dot notations. C(do) D(re) E(mi) G(so) A(la)		Using the major scale to represent rhythms using dot notations to represent crotchets and paired quavers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Singing: Song: Sami Yusuf – Forgotten Promises https://www.youtube.com/watch?v=FKV2oeS4vw8 Listen to and analyse songs, discussing the messages he portrays through the lyrics. Identify the varying dynamics presented in the song (Crescendo/ Decrescendo) – Forgotten Promises. Opportunity to create their own backing music using technology.</p>	<p>Listening (Culture): Middle eastern – Persian drums ensemble www.youtube.com/watch?v=cWyoPeosPEg Listening to and imitating beats using daff and body percussion. Recreating a whole composition similar to the Persian drums ensemble using duff and vocals.</p>	<p>Composing The water orchestra Children to create their own water-based instruments – use these to create soundscapes Introduce and understand the difference between minims, crotchets and paired quavers and rests. Combine known rhythmic notation with letter names to create rhythms using a limited range of 5 or the full 7 pitches suitable for the instruments. Play these phrases as self-standing compositions.</p>	<p>Listening: Mountains of Makkah by Zain Bhikha Using musical language, describe how the song is structured, and the effect the daff has on the song throughout. Identify mood and atmosphere, discussing imagery created and the purpose/meaning behind the song. Taught how to tune their voices and control breathing when singing the song. Opportunities to practice playing the daff leading to group performances.</p>	<p>Composing/Singing Tudor raps https://www.youtube.com/watch?v=SycZvTPm1aY Children to write and perform their own raps based on Henry the VIII. Building upon from Y3, children will use beatboxing to imitate sounds of the Bass drum and Hi Hat and the Snare drum. (B/T)/C) which will accompany their rap.</p>	<p>Composing Composing music to create a specific mood Develop on knowledge of minims, crotchets and paired quavers and rests. Create a piece of music that reflects life in the rainforest. -Include instruments/ body percussion/vocals played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work. -Capture and record creative ideas using: rhythm notation, staff notation and technology.</p>
Digital Technology	Use audio recorder on Garage Band to record and layer vocals/ body percussion/ piano to recreate the backing tune of original song.	Listen to a range of instruments which make up the Persian ensemble and mimicking sounds using vocals		Use iPad to record/playback singing/drumming with the intention to make improvements.	Using garage band to create a beat rhythm using beatboxing. Record and layer using garage band.	Use technology to create a composition made up of a simple melody, drone and first layer of vocals which represents a specific mood.
Reading music	Read and perform pitch notation within a defined range (e.g. C–G/do–so).		Introduce and understand the differences between minims, crotchets, paired quavers and rests.		Beatbox according to the drum pattern planned out. (B/T/K)	Read pitch notation within a defined range (C-G/do-so)

			Read and perform pitch notation within a defined range (c-c/ do-ti)			
Representing written music	Write pith notation within a defined range (e.g.-G/do-so)		Write music using the 7 pitches on a major scale within an octave (c-c/ do-ti)		Write out the beatbox drum pattern (B/T/K)	Write pitch notation within a defined range (C-G/do-so) using crotchets and minims, including rests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Singing: High Low Chickalo – 3 parts <u>round partner song</u> https://www.youtube.com/watch?v=3zu_Sy9Ek3k Sing songs from an extended repertoire with a sense of ensemble and performance, including observing phrasing, accurate pitching and appropriate style. Chn create their own Victorian playground song taking inspiration from 'Row, row, row your boat'</p>	<p>Listening Culture: Baghdad - developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Warm up starters: Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Composing New York Knowledge: Time signatures https://www.youtube.com/watch?v=MhERS3T5arg Use chords to compose music to evoke a specific atmosphere, mood or environment. Inspired by Derek Vincent Smith (Pretty Lights): an American electronic music composer. Chn will watch and compare two videos of New York City landscape. They will listen to the music in these videos and discuss how the city landscape is portrayed through composition. Pupils will then go on to experimenting and creating their own musical sound to accompany a silent scene of New York City.</p>	<p>Composing: Vangelis – Chariots of fire Children compose a short melody for the opening of the Olympics or a race (eg.100m sprint) https://www.youtube.com/watch?v=8a-HfNE3EIo Bringing it back to modern British culture – played as a symphony by Rowan Atkins during 2012 London Olympics https://www.youtube.com/watch?v=owOcW6mjl6Y</p>	<p>Singing/ Performing: https://www.youtube.com/watch?v=jt2d52iUpFk Mesut Kurtis: Burdah. Chn will use their voices and the daff in creative ways to explore various techniques of singing, eventually being able to sing in Arabic and play with increasing confidence, expression and fluency.</p>	<p>Listening/Composing: Classical: Gustav Holst – the planets Listen to NASA space sounds. (linked to science) Identify sounds, imitate and compose own sounds using natural resources. Improvise freely over a drone, developing sense of shape and character, using vocals to imitate melodic instruments, producing several different notes of different pitches. https://classroom.thenational.academy/lessons/drone-cgu3jc?activity=video&step=1</p>
Digital Technology			Use beat-boxing and drumkit/piano sounds from garage band to compose their music with a focus on a wide range of dynamic (e.g. very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)). Record and review their work, with the aim of improving it if required.	Use Garageband to explore existing sounds which can be used as well as recording their own vocals to compose a short melody. Emphasis will be trimming vocals to ensure timing of different vocals are in sync.		Use technology to record a range of drones to experiment with and then record other sounds to create a dramatic space piece of music. Introduce concept of mixing and mastering (pitch)
Reading music		Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do).	Read and perform pitch notation within an octave (e.g. C–C'/do–do).		Read and play short rhythmic phrases using conventional symbols
Representing written music			Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Write pitch notation within an octave (e.g. C–C'/do–do).	Write pitch notation within an octave (e.g. C–C'/do–do).		Use the 4/4 time signature Write pitch notation within an octave (e.g. C–C'/do–do) for the space music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer term
Y6	<p>Listening</p> <p>Children to listen to a range of slavery songs eg: <i>swing low sweet chariot</i> and identify hidden messages that the slaves let in their songs.</p> <p>Children to look at key messages behind traditional and modernised Sea shanties (TikTok)</p> <p>https://www.youtube.com/watch?v=4lyL8wm7-6E</p> <p>Key knowledge: Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. 4/4 time signatures</p>	<p>Singing/ composing</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms This should include observing rhythm, phrasing, accurate pitching and appropriate style. Show chn 3 different types of syncopated beats – of beat, missed beat, even syncopation.</p> <p>https://iconcollective.edu/what-is-syncopation-in-music/</p> <p>children to experiment with the 3. Using digital technology, children will compose a 8 or 16 beat melodic phrase for a particular mood of their choice, using one of the syncopated patterns as mentioned above.</p>	<p>Listening/ composing:</p> <p>Create a foley (soundscape) for the Blitz – children will be creating unique sound effects to create and perform the sounds heard during the blitz. The soundscape composed will be played alongside a silent clip (foley)</p> <p>Use of Beatboxing, Daff, Body percussions and digital technology.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>Performing</p> <p>Write a WW2 based poem or rap.</p> <p>Exploring writing styles.</p> <p>Children to write a rap which will be performed with the foley composed in the last unit (Spr1).</p> <p>They will write the rap using the same musical structure as the foley.</p> <p>Eg: A verse is typically 16 bars which are four 4 bar sections.</p>	<p>Musicianship - Composing/ Performing/ Singing</p> <p>Year 6 Transition Project - Creating music digitally</p> <p>Children to compose music for and write lyrics for a leavers song – ‘Moving on up’ in partnership with Halal Beats™</p> <p>Children to write and sing a leavers song which highlights their memories at Iqra primary. They will use garage band to record vocals and harmonies to create an accompanying beat to go along with the song.</p>
Digital Technology	Use digital technology to compose melodies on a major scale using the pitch pattern within an octave. Understanding how to mix and master vocals to fine tune them.	Create their own syncopated rhythm using digital technology (Garage band) working alongside Halal Beats™ building upon layering vocals and mastering them to obtain the right tempo, pitch and dynamics.	Use digital technology to create a foley by recording and layering audio sounds and mixing and mastering	Use the recording of the foley created in the previous unit of work to playback and listen to in order to write a rap	Use digital technology to compose melodies on a major scale using the pitch pattern within an octave. Understanding how to mix and master vocals to fine tune them.
Reading music	Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play from notation a four-bar phrase, confidently identifying note names and durations.	Read and play from notation a four-bar phrase, confidently identifying note names and durations.	Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently rhythm notations in up to 4 parts that contain (note durations)		Master the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently rhythm notations in up to 4 parts that contain (note durations) and from notation a four-bar phrase, confidently identifying note names and durations.
Representing written music	Develop the skills to perform pitch notation within an octave (e.g. C–C/ do–do) when writing the melody for their shanty.	Develop the skills to perform pitch notation within an octave (e.g. C–C/ do–do)	Represent soundscape on a major scale using notations at varying pitches and durations. Develop the skills to perform pitch notation within an octave (e.g. C–C/ do–do)	Write lyrics for their rap using 16 bars which are four 4 bar sections.	Develop the skills to perform pitch notation within an octave (e.g. C–C/ do–do) when writing the melody for their leavers song. Master the skills to perform pitch notation within an octave (e.g. C–C/ do–do)
<p>By end of ks2 pupils will be taught to sing musically, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression with increasing confidence and control. They will develop an understanding of musical composition mastered through the use of digital technology, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Through the use of digital audio workstations, pupils will be taught how to recognise different sound pitches on a major scale. They will be able to read back on their notations in order to perform compositions. The use and understanding of staff and musical notations will enable them to independently write and compose music for a range of purposes using the inter-related dimensions of music within a 4 bar 4 beat time signature.. When listening to music, they will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians as well as develop an understanding of the history of music.</p>					