

Music Overview Bridgewater Primary School.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	In Harmony  <b>Finding my voice</b> - hearing and singing simple songs and clapping the beat	In Harmony  <b>Finding my voice</b> - hearing and singing simple songs and clapping the beat	In Harmony  <b>Finding my voice</b> - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals.	In Harmony  <b>Finding my voice</b> - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals.	In Harmony  <b>Finding my voice</b> - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals. Beginning to recognise fast and slow, loud and quiet sounds.	In Harmony  <b>Finding my voice</b> - hearing and singing simple songs and clapping the beat and developing when to start and stop following signals. Beginning to recognise fast and slow, loud and quiet sounds.
Reception	In Harmony  <b>Finding my voice</b> - hearing and singing s-m	In Harmony  <b>Finding my voice</b> - hearing and singing s-m	In Harmony  <b>Finding my voice</b> - Extending singing pitches to d-m-s	In Harmony  <b>Finding my voice</b> - Extending singing pitches to d-m-s	In Harmony  <b>Finding my voice</b> - Extending singing pitches to s-m-l, d-r-m	In Harmony  <b>Finding my voice</b> - Extending singing pitches to s-m-l, d-r-m

	<p><b>Feeling the pulse</b> Hearing and clapping crochet and quaver patterns</p> <p><b>Experience various tempos</b> Moving to music expressively</p>	<p><b>Feeling the pulse</b> Hearing and clapping crochet and quaver patterns</p> <p><b>Experience various tempos</b> Moving to music expressively</p>	<p><b>Feeling the pulse</b> Further embedding sol fa work covered in term 1 using body action</p> <p><b>Experience various tempos</b> Awareness of dynamic</p> <p><b>Motor Development</b> Reacting to music through movement</p>	<p><b>Feeling the pulse</b> Further embedding sol fa work covered in term 1 using body action</p> <p><b>Experience various tempos</b> Awareness of dynamic</p> <p><b>Motor Development</b> Reacting to music through movement</p>	<p><b>Feeling the pulse</b> Further embedding sol fa work covered in term 1 using hand signs and basic stave</p> <p><b>Experience various tempos</b> Practice clapping rhythm patterns</p> <p><b>Motor Development</b> Develop spatial awareness</p>	<p><b>Feeling the pulse</b> Further embedding sol fa work covered in term 1 using hand signs and basic stave</p> <p><b>Experience various tempos</b> Practice clapping rhythm patterns</p> <p><b>Motor Development</b> Develop spatial awareness</p>
Year 1	In Harmony. <b>Musicianship</b>	In Harmony- <b>Musicianship</b>	In Harmony <b>Musicianship</b>	In Harmony <b>Musicianship</b>	In Harmony <b>Musicianship</b>	In Harmony <b>Musicianship</b>

	<p>Sing from hand signs, d-m-s-l</p> <p><b>Strings</b> Maintain a good playing posture</p>	<p>Sing from hand signs, d-m-s-l</p> <p><b>Strings</b> Maintain a recognizable bow hold</p>	<p>Sing a melody from a stave, m-s-d</p> <p><b>Strings</b> Play open strings, natural harmonics Colourstrings Book A</p> <p>Dance responding to music through dance</p>	<p>Clap and say a rhythm using Kodaly rhythm names Ta, Ti ti, taa, crochet, quaver, minim</p> <p><b>Strings</b> Bow action - beginning to use long bows</p>	<p>Clap and say a rhythm using Kodaly rhythm names Ta, Ti ti, taa. Crochet, quaver, minim</p> <p><b>Strings</b> Bow action - beginning to use long bows</p> <p>Play with the bow, flying pizzicato, Left hand Pizz, Pizz</p>	<p>Answer questions on musical terms - clef, f, p repeat.</p> <p><b>Strings</b> Sight read music with the aid of colours</p>
Year 2	<p>In Harmony</p> <p><b>Musicianship</b> Sing from hand signs, d-r-m-s-l. int s-m, s-l, d-r, d-s. s-</p> <p><b>Singing</b></p>	<p>In Harmony</p> <p><b>Musicianship</b> Sing a melody from a stave, d-r-m-s-l in order, int s-m, s-d, d-s . d-m.</p>	<p>In Harmony</p> <p><b>Musicianship</b> Read from stick notation using Kodaly rhythm names</p>	<p>In Harmony</p> <p><b>Musicianship</b> Read rhythms, clap and say including</p> <p><b>Strings</b> Play with some dynamic</p>	<p>In Harmony</p> <p><b>Musicianship</b> mf, f, p, ff, pp, mp, dim, cresc. repeat, time signature.</p> <p><b>Strings</b></p>	<p>In Harmony</p> <p><b>Musicianship</b> Answer questions on musical terms - mf, f, p, ff, pp, mp, dim, cresc.</p>

	Harvest songs	Play in the keys of D, A and G (lower octave),  <b>Strings</b> continue to move around the fingerboard using natural harmonics.  <b>Singing</b> Nativity songs.	Ta, Ti ti, taa, syn co pa Crochet, quaver, s-l-m-r-d.  <b>Strings</b> Bow action - Use Slurred (2 in a bow), Strong Detach  <b>Dance</b> - responding to music through dance.	variety- loud and quiet  <b>Singing</b> Easter Songs	Understand the aim to play with the bow following the line of the bridge, flying pizzicato,  Left hand Pizz, "hooked"Pizz.	repeat, time signature.  <b>Strings</b> Understand the aim to play with the bow following the line of the bridge, flying pizzicato,  Left hand Pizz, "hooked"Pizz.
Year 3	In Harmony  <b>Musicianship</b> Sing from hand signs, d-r-m-f-s-l in order and add interval of d-f , m-f	In Harmony  <b>Musicianship</b> Read in sol fa from a stave, d-r-m-f-s.  <b>Strings</b>	In Harmony  <b>Musicianship</b> Read in sol fa from a stave, d-r-m-f-s.  <b>Strings</b>	In Harmony  <b>Musicianship</b> Read from stick notation using Kodaly rhythm names Ta, Ti ti, taa. s-l-m-r-d.	In Harmony Exploring local and traditional music from the North East (Singing)  <b>Musicianship</b> Answer questions on	In Harmony Exploring local and traditional music from the North East.  <b>Musicianship</b> Answer questions on

	<p><b>Singing</b> Harvest songs</p>	<p>Play in Keys of G and C Majors</p> <p><b>Singing</b> Christmas carols for performance</p>	<p>Play in Keys of G and C Majors</p>	<p><b>Strings</b> Bow action - more consistently parallel, Slurred string crossings, Strong Detache.</p> <p><b>Singing</b> Easter Songs</p>	<p>musical terms</p> <p><b>Strings</b> Play in a small ensemble and stay in time. Follow the beat of the conductor and hold an independent part.</p>	<p>musical terms</p> <p><b>Strings</b> Play in a small ensemble and stay in time. Follow the beat of the conductor and hold an independent part.</p>
Year 4	<p>In Harmony</p> <p><b>Musicianship</b> Sing from hand signs, L,-t,-d -r-m-s in order and intervals of l,-d , t,-d</p> <p><b>Strings</b> Begin to practice elementary vibrato exercises</p>	<p>In Harmony</p> <p><b>Musicianship</b> Sing a melody from a stave, L,-t,-d-r-m. Moving in steps</p> <p><b>Strings</b> Begin to practice elementary vibrato exercises</p>	<p>In Harmony</p> <p><b>Musicianship</b> Read from stick notation using Kodaly rhythm names as level 3 adding semiquavers Clap a beat / stamp a rhythm.</p> <p><b>Strings</b></p>	<p>In Harmony</p> <p><b>Musicianship</b> Identify tones and semi tones.</p> <p>Read new rhythms including Ti te ri, triplet (triolet) rhythms.</p> <p><b>Strings</b></p>	<p>In Harmony</p> <p><b>Musicianship</b> Answer questions on musical terms -as level 3 including tempo describing words; pui mosso, meno mosso, andante, moderato.</p>	<p>In Harmony</p> <p><b>Musicianship</b> Answer questions on musical terms -as level 3 including tempo describing words; pui mosso, meno mosso, andante, moderato.</p>

		<p><b>Singing</b> Christmas carols for performance</p>	<p>Play with dynamic variety and a sense of musical style and phrase</p>	<p>Play with dynamic variety and a sense of musical style and phrase</p> <p><b>Singing</b> Easter Songs</p>	<p>Identify measure in 2, 3 or 4's</p> <p><b>Strings</b> Play with dynamic variety and a sense of musical style and phrase</p>	<p>Identify measure in 2, 3 or 4's</p> <p><b>Strings</b> Play with dynamic variety and a sense of musical style and phrase</p>
Year 5	<p><b>Tin whistle</b></p> <p>Learning to play and read and write musical notation using a wind instrument.</p>	<p><b>Singing</b></p> <p>Creating and composing own songs and recording them.</p> <p>Singing in unison, rounds and ensembles.</p>	<p>Band in the box</p> <p><b>Fiddles</b> Learning to play and read and write musical notation using a wind instrument.</p> <p><b>Drumming</b> Learning to respond to rhythm, notation, compose and</p>	<p>Band in the box</p> <p><b>Fiddles</b> Learning to play and read and write musical notation using a wind instrument.</p> <p><b>Drumming</b> Learning to respond to rhythm, notation, compose and</p>	<p>Singing</p> <p>Exploring local and traditional music from the North East.</p>	<p>Singing</p> <p>Exploring local and traditional music from the North East.</p>

			<p>play an African drum within an ensemble.</p> <p><b>Singing</b> Creating Greek rap for class assemble</p>	<p>play an African drum within an ensemble.</p> <p><b>Singing</b> Creating Greek rap for class assemble</p>		
Year 6	<p>Band in a Box</p> <p><b>Singing</b> Harvest festival songs</p>	<p>Band in a Box</p> <p><b>Singing</b> Learn songs for Christmas performance in church</p>	<p>Band in a Box</p> <p><b>Fiddles</b> Learning to play and read and write musical notation using a wind instrument.</p> <p><b>Bamboo Tamboo</b> Responding to and creating rhythms and</p>	<p>Band in a Box</p> <p><b>Fiddles</b> Learning to play and read and write musical notation using a wind instrument.</p> <p><b>Bamboo Tamboo</b> Responding to and creating rhythms and beats to perform as</p>	<p><b>Singing</b> Composing and creating a leavers song and music video.</p>	<p><b>Singing</b> Composing and creating a leavers song and music video.</p>

			beats to perform as whole class ensemble.	whole class ensemble.		
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