


# Performing Arts Whole School Overview 2019-20

Pupils will be

	Autumn Term	Spring Term	Summer Term
EYFS	<ul style="list-style-type: none"> <li>Move to music in Musical Statues</li> <li>Create sounds using instruments for "Goldilocks and three Bears."</li> <li>Recite rhymes, Sandy Girl</li> <li>Sing Goldilocks Song, Baa Baa Black sheep</li> <li>Sing Heads Shoulders, Hickory Dickory Dock</li> <li>Role play Goldilocks and three bears.</li> <li>Hot-seat Goldilocks and Bears</li> <li>Develop movement to Three Bears Symphony</li> <li>Learn songs for Christmas Performance</li> <li>Perform in front of an audience</li> <li>Distinguish loud and quiet "Dynamics"</li> </ul>	<ul style="list-style-type: none"> <li>Recite rhymes, Sandy Girl, Hold the hat</li> <li>Sing "5 Little Monkeys" Row Row Row your boat</li> <li>Sing Twinkle Twinkle Little Star, Wind the Bobbin, Old Macdonald had a farm</li> <li>Sing Miss Polly had a dolly</li> <li>Role play "Miss Polly had a dolly"</li> <li>Create sounds using instruments for Miss Polly had a dolly.</li> <li>Hot seat Miss Polly and the doctor</li> <li>Tap out name rhythms on clave</li> <li>Tap out rhythm to BINGO song and create sounds using instruments.</li> <li>Develop music and role play based on Gingerbread man story</li> <li>Respond to Louis Armstrong's Wonderful World</li> <li>Distinguish fast and slow Tempo</li> </ul>	<ul style="list-style-type: none"> <li>Move to music in Musical Statues</li> <li>Create sounds using instruments to Rainbow Fish story.</li> <li>Develop movement to Enya's Sail Away</li> <li>Tap out a rhythm to This Old Man using clave</li> <li>Sing Rainbow song, 5 speckled frogs</li> <li>Develop music for Princess and frog using percussion instruments</li> <li>Distinguish Pitch</li> <li>Listen to songs from different cultures and different genres of music. (BBC Ten Pieces)</li> </ul>
Year 1	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to Moonlight Sonata and respond</li> <li>Listen to Christmas songs for performance</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Make sounds for sad music</li> <li>Make a sequence of sounds</li> <li>Learn about Dynamics in music and singing</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Sing songs Wheels on the Bus, Tommy Thumb, If you're happy, This old man, Wind the bobbin</li> <li>For Christmas Performance know when to sing/play an instrument.</li> </ul> <p><b>Understanding and Appraising</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to Raindrop Prelude by Chopin, Sinfonia Antarctica and respond</li> <li>Play Musical statues</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Make sounds using Djembe drums and for Billy Goats Gruff story, Peace at last</li> <li>Learn about Tempo in music and singing</li> <li>Create symbols for sounds</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Sing songs I hear water, Wheels on the bus, Apusky Dusky, Jelly on the plate, 10 green bottles</li> </ul> <p><b>Understanding and Appraising</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to music from different genres</li> <li>Play Musical statues</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Make sounds using instruments for Handa's Surprise and Peace at Last</li> <li>Learn about Pitch in music and singing</li> <li>Create symbols for sounds</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Sing songs, Jambo Bwana, Rainbow, Enormous turnip, Old Macdonald</li> <li>Role play Handa's surprise</li> </ul> <p><b>Understanding and Appraising</b></p> <ul style="list-style-type: none"> <li>Make suggestions to improve their role play</li> </ul>

	<ul style="list-style-type: none"> <li>• Make suggestions to improve their music</li> <li>• Use voice effectively when singing</li> </ul>	<ul style="list-style-type: none"> <li>• Make suggestions to improve their role play</li> <li>• Use voice in different ways</li> <li>• Observe and participate in Northern Ballet workshop.</li> </ul> <p>Observe Northern Ballet Performance in school</p>	<ul style="list-style-type: none"> <li>• Use voice in different ways</li> </ul>
Year 2	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to music for 3 Little Pigs</li> <li>• Listen to Christmas songs for performance</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Make sounds for Christmas Performance</li> <li>• Make a sequence of sounds for 3 Little Pigs story</li> <li>•</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Sing songs She'll be coming round the mountain</li> <li>• Role play story 3 little Pigs</li> <li>• For Christmas Performance know when to sing/play an instrument.</li> </ul> <p><b>Understanding and Appraising</b></p> <ul style="list-style-type: none"> <li>• Make suggestions to improve their music</li> <li>• Use voice effectively when singing</li> <li>• Learn about Dynamics in music and singing</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Play Musical statues</li> <li>• Listen to Viennese Musical Clock</li> <li>• Sinfonia Antarctica In the Hall of the Goblin King Symphonie Fantastique and respond</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Make sounds for scary music</li> <li>• Make sounds</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Sing songs She'll be coming round the mountain</li> <li>• Develop role play based on Little Red Hen</li> <li>• Develop music for Little Red Hen using percussion instruments</li> </ul> <p><b>Understanding and Appraising</b></p> <ul style="list-style-type: none"> <li>• Make suggestions to improve their music</li> <li>• Use voice effectively when singing</li> <li>• Learn about Tempo in music and singing</li> <li>• Observe and participate in Northern Ballet workshop.</li> </ul> <p>Observe Northern Ballet Performance in school</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Play Musical statues</li> <li>• Listen to Viennese Musical Clock</li> <li>• Sinfonia Antarctica In the Hall of the Goblin King Symphonie Fantastique and respond</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Make sounds for scary music</li> <li>• Make sounds</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Sing songs She'll be coming round the mountain</li> <li>• Develop role play based on Enormous turnip</li> <li>• Develop music for Enormous turnip</li> <li>• using percussion instruments</li> </ul> <p><b>Understanding and Appraising</b></p> <ul style="list-style-type: none"> <li>• Make suggestions to improve their music</li> <li>• Use voice effectively when singing</li> <li>• Recognise and correct errors</li> <li>• Learn about Pitch in music and singing</li> </ul> <p>Describe how music is organised</p>
Year 3	<p><b>Stone Age</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Different percussion/drumming pieces.</li> <li>• To difference in how I play a piece of music. Changing pitch, dynamics and tempo. Play the game: higher/lower; faster/slower; louder/quieter.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Compose a rhythm using crotchets (square) and quavers (Circle) Add dynamics to composition.</li> </ul> <p><b>Performing</b></p>	<p><b>Food</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To different songs from around the world about food. (England, Russia, USA, India, France)</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Compose music to describe the journey food makes from field to table.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Sing the song: <i>Give me five</i> from YouTube.</li> <li>• Sing the song: <i>Oats and Beans and Barley grow.</i></li> </ul>	<p><b>Ancient Egypt</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To different ancient Egyptian musical instruments.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• A song for an Egyptian god or a song with info about the river Nile.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• The song about an Egyptian god.</li> <li>• Learn the songs <i>Tutankhamun; Make a mummy; the Sand dance and The River Nile.</i></li> </ul> <p><b>Understanding and appraising</b></p>

	<ul style="list-style-type: none"> <li>in small groups perform the rhythm they have composed. Improve after feedback and then add dynamics to performance</li> <li>sing songs: <i>In the Autumn</i> and <i>Stone age baby stone age</i>.</li> <li>Tap the pulse to <i>In the Autumn</i></li> <li>Sing Christmas songs together with all year 3 classes.</li> </ul> <p><b>Understanding and appraising</b></p> <ul style="list-style-type: none"> <li>give feedback to each other about the performances.</li> <li>Learn about pulse and rhythm.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Use the book <i>Stone Age Boy</i> as inspiration for mime about the stone age and use tableaux to show different scenes of the book.</li> </ul>	<p><b>Understanding and appraising</b></p> <ul style="list-style-type: none"> <li>Comment constructively on music performed by others. (world music on food)</li> </ul> <p><b>Drama and movement</b></p> <ul style="list-style-type: none"> <li>Use BBC school radio Time to Move programmes about food.</li> <li>Act out different scenes about food production and transport around the world.</li> <li>Create a food growing dance to Indian music.</li> <li>Create and perform a dance to Oats and beans and barley grow.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about ancient Egyptian instruments and how and when the people of ancient Egypt used music. (The purpose of music)</li> </ul> <p><b>Drama and movement:</b></p> <ul style="list-style-type: none"> <li>Create a partner dance using Egyptian arm movements to go with the Sand dance.</li> <li>Act out the story about the Egyptian gods Ra, Bastet and Apep.</li> </ul>
Year 4	<p><b>Bradford</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To different genres of music.</li> <li>Sounds from the mills.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Compose an ostinato and add instruments and dynamics and texture in small groups.</li> <li>Whole class composition of sounds from the mill. Using different percussion instruments and different rhythms.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Perform ostinato to each other.</li> <li>The round: <i>In the Autumn</i> and <i>Nanuma</i> from Sing Up.</li> <li>Songs about Bradford: <i>Bradford born and raised</i>; <i>Mill Girl</i></li> <li>Christmas songs with all three year 4 classes.</li> </ul> <p><b>Understanding and appraising</b></p> <ul style="list-style-type: none"> <li>Comment on music using the inter related dimensions of music.</li> </ul>	<p><b>WW2</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To different song that were popular during WW2 (Vera Lynn we'll meet again; we're gonna hang out the washing on the Siegfried line; Run rabbit run; Andrew sisters</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Compose a jingle for radio to help with the war effort. For example: jingle for recycle/ reuse.(Use posters from WW2 for inspiration or posters children have created in art in class)</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Sing the song: <i>The bombs rained down</i> from BBC school radio</li> <li>The songs from the WW2 play: <i>Going to the country</i>; <i>White cliffs of Dover</i>; <i>Doing our bit for the nation</i>.</li> </ul> <p><b>Understanding and appraising</b></p> <p><b>Drama and movement</b></p>	<p><b>Romans</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Different musical instruments from Ancient Rome.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Worship song for Roman God</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Song: <i>Like a Roman</i> from Sing Up</li> <li>The songs the children have composed</li> <li>Song: <i>Roman numerals</i> from You tube.</li> </ul> <p><b>Understanding and appraising</b></p> <ul style="list-style-type: none"> <li>Learn about the function of music of Ancient Rome.</li> <li>Learn about different Roman instruments.</li> </ul> <p><b>Drama and movement</b></p> <p>Act out Roman conquest roleplay. Children are the Brigantes; The Dumnoii; the Dobunni; the Silures; the Atrebatas. Debate in role if tribe should fight the Romans or surrender to the Romans.</p>

	<ul style="list-style-type: none"> <li>Recognise and explain the difference between rhythm and pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Use tableaux and thought tracking using photos from evacuees to deepen understanding of what it was like to be evacuated.</li> <li>Use BBC school radio WW2 programmes</li> <li>Practise and perform for parents the WW2 musical from Out of the Ark assemblies.</li> </ul>	
Year 5	<p>Jazz</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>to different Jazz pieces from Charanga Jazz module for year 5 (Three note Bossa; Desafinado; Cotton Tail; Five note swing; Perdido; Things ain't what they used to be</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>improvise and compose melodies up to 5 notes using from Charanga Jazz module for year 5</li> <li>rhythms using crotchets, quavers, minims and semibreves.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>The 3 note Bossa Nova and the 5 note Swing from Charanga Jazz module for year 5 using glockenspiels.</li> <li>Christmas songs with all three year 5 classes.</li> <li>Different rounds: <i>Grandma rap; In the Autumn, Nanuma</i>. All from Sing Up</li> </ul> <p><b>Understanding and appraising</b></p> <ul style="list-style-type: none"> <li>Comment using the inter related dimensions of music to the music they listened to.</li> <li>Learn about Jazz period and what Jazz music is.</li> </ul>	<p><b>Ukulele</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To different performances by people playing the Ukulele. Use resources from <a href="#">Charanga Ukulele lessons</a></li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Perform in ensemble context.</li> <li>Learn to play the Ukulele with open strings.</li> <li>Learn to play different chords on a Ukulele.</li> </ul> <p><b>Understanding and appraising</b></p> <ul style="list-style-type: none"> <li>Use musical vocabulary to describe strengths and weaknesses in own and others' work.</li> <li>Listen to and comment on different styles of music performed with Ukuleles.</li> </ul>	<p><b>Chocolate</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To Mayan music on You Tube.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>A jingle to promote fair trade.</li> <li>A whole class Mayan inspired piece of music for a sacrifice. Build up tempo and dynamics; have a drone in the back ground.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Song: <i>Chocolate Molinillo</i> from Sing up.</li> <li>Song: <i>The Maya (a stone-clod classic)</i> from Sing Up.</li> </ul> <p><b>Understanding and appraising</b></p> <ul style="list-style-type: none"> <li>How music was used by the Mayans.</li> </ul> <p><b>Drama and movement</b></p> <ul style="list-style-type: none"> <li>Create a new character for Charlie and the chocolate factory and interview this character.</li> <li>Play Conscience Alley games to explore the different decisions characters in the story made to deepen understanding of that character.</li> </ul>
	<p><b>Democracy</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To "Happy" songs: Happy by Pharrell Williams; Don't Worry Be Happy by Bobby McFerrin; Walking on Sunshine by Katrina</li> </ul>	<p><b>Horror and Ukulele</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To different performances by people playing the Ukulele. Use resources from <a href="#">Charanga Ukulele lessons</a></li> </ul>	<p><b>Ancient Greece</b></p> <p><b>Following Musical contexts module on Ancient Greece.</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To different fragments of music in triple time and pentatonic scale.</li> </ul>

Year 6

and the Waves; When you're smiling by Frank Sinatra and Love will save the Day by Brendan Reilly.

**Composing**

- Using key boards children compose their own piece of music using the inter related dimension of music to create an intended effect.
- Improvise and compose on Happy theme from Pharrell Williams.

**Performing**

- Sing Happy by Pharrell Williams.
- Perform Happy using glockenspiels.
- Sing Christmas songs with other year 6 classes.
- Perform own composition

**Understanding and appraising**

- Give feedback about compositions of others.
- Use broad vocabulary to discuss the music they listened to.

**Drama and movement:**

Use the book Refugee Boy by Benjamin Zephaniah and poems by the same author to explore the theme of refugees through the use of drama.

**Composing**

- Compose a sound story to go with a horror photo story in a small group. (composing with a genre in mind)

**Performing**

- Perform in ensemble context.
- Learn to play different chords on a Ukulele.
- In small groups perform their horror piece.

**Understanding and appraising**

- Use musical vocabulary to describe strengths and weaknesses in own and others' work.
- Listen to and comment on different styles of music performed with Ukuleles.
- Know which musical techniques can be used to create suspense music.

- To different fragments of music with Leitmotives.

**Composing**

- Rhythms using triple time.
- Compose and perform as part of a group simple pentatonic melodies using triple time.
- A simple Leitmotif to describe some aspect of one of the Greek gods.

**Performing**

- Rhythms using triple time
- Follow a graphic score
- Create and improvise rhythm patterns in triple time performing these during solo sections of a class piece.

**Understanding and appraising**

- Triple time (3 beats per bar)
- Pentatonic scale.
- That a Leitmotif is a short rhythmic or melodic pattern used to represent a character.

Practise for their end of year performance.