


Performing Arts Whole School Overview 2021-22

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

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

	<ul style="list-style-type: none"> in small groups perform the rhythm they have composed. Improve after feedback and then add dynamics to performance sing songs: <i>In the Autumn</i> and <i>Stone age baby stone age</i>. Tap the pulse to <i>In the Autumn</i> Sing Christmas songs together with all year 3 classes. <p>Understanding and appraising</p> <ul style="list-style-type: none"> give feedback to each other about the performances. Learn about pulse and rhythm. <p>Drama</p> <ul style="list-style-type: none"> 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. 	<p>Understanding and appraising</p> <ul style="list-style-type: none"> Comment constructively on music performed by others. (world music on food) <p>Drama and movement</p> <ul style="list-style-type: none"> Use BBC school radio Time to Move programmes about food. Act out different scenes about food production and transport around the world. Create a food growing dance to Indian music. Create and perform a dance to Oats and beans and barley grow. 	<ul style="list-style-type: none"> Learn about ancient Egyptian instruments and how and when the people of ancient Egypt used music. (The purpose of music) <p>Drama and movement:</p> <ul style="list-style-type: none"> Create a partner dance using Egyptian arm movements to go with the Sand dance. Act out the story about the Egyptian gods Ra, Bastet and Apep.
Year 4	<p>Bradford</p> <p>Listening</p> <ul style="list-style-type: none"> To different genres of music. Sounds from the mills. <p>Composing</p> <ul style="list-style-type: none"> Compose an ostinato and add instruments and dynamics and texture in small groups. Whole class composition of sounds from the mill. Using different percussion instruments and different rhythms. <p>Performing</p> <ul style="list-style-type: none"> Perform ostinato to each other. The round: <i>In the Autumn</i> and <i>Nanuma</i> from Sing Up. Songs about Bradford: <i>Bradford born and raised</i>; <i>Mill Girl</i> Christmas songs with all three year 4 classes. <p>Understanding and appraising</p> <ul style="list-style-type: none"> Comment on music using the inter related dimensions of music. 	<p>WW2</p> <p>Listening</p> <ul style="list-style-type: none"> 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) <p>Composing</p> <ul style="list-style-type: none"> 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) <p>Performing</p> <ul style="list-style-type: none"> Sing the song: <i>The bombs rained down</i> from BBC school radio 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>. <p>Understanding and appraising</p> <p>Drama and movement</p>	<p>Romans</p> <p>Listening</p> <ul style="list-style-type: none"> Different musical instruments from Ancient Rome. <p>Composing</p> <ul style="list-style-type: none"> Worship song for Roman God <p>Performing</p> <ul style="list-style-type: none"> Song: <i>Like a Roman</i> from Sing Up The songs the children have composed Song: <i>Roman numerals</i> from You tube. <p>Understanding and appraising</p> <ul style="list-style-type: none"> Learn about the function of music of Ancient Rome. Learn about different Roman instruments. <p>Drama and movement</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"> Recognise and explain the difference between rhythm and pulse. 	<ul style="list-style-type: none"> Use tableaux and thought tracking using photos from evacuees to deepen understanding of what it was like to be evacuated. Use BBC school radio WW2 programmes Practise and perform for parents the WW2 musical from Out of the Ark assemblies. 	
Year 5	<p>Jazz</p> <p>Listening</p> <ul style="list-style-type: none"> 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 <p>Composing</p> <ul style="list-style-type: none"> improvise and compose melodies up to 5 notes using from Charanga Jazz module for year 5 rhythms using crotchets, quavers, minims and semibreves. <p>Performing</p> <ul style="list-style-type: none"> The 3 note Bossa Nova and the 5 note Swing from Charanga Jazz module for year 5 using glockenspiels. Christmas songs with all three year 5 classes. Different rounds: <i>Grandma rap; In the Autumn, Nanuma</i>. All from Sing Up <p>Understanding and appraising</p> <ul style="list-style-type: none"> Comment using the inter related dimensions of music to the music they listened to. Learn about Jazz period and what Jazz music is. 	<p>Ukulele</p> <p>Listening</p> <ul style="list-style-type: none"> To different performances by people playing the Ukulele. Use resources from Charanga Ukulele lessons <p>Performing</p> <ul style="list-style-type: none"> Perform in ensemble context. Learn to play the Ukulele with open strings. Learn to play different chords on a Ukulele. <p>Understanding and appraising</p> <ul style="list-style-type: none"> 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. 	<p>Chocolate</p> <p>Listening</p> <ul style="list-style-type: none"> To Mayan music on You Tube. <p>Composing</p> <ul style="list-style-type: none"> A jingle to promote fair trade. A whole class Mayan inspired piece of music for a sacrifice. Build up tempo and dynamics; have a drone in the back ground. <p>Performing</p> <ul style="list-style-type: none"> Song: <i>Chocolate Molinillo</i> from Sing up. Song: <i>The Maya (a stone-clod classic)</i> from Sing Up. <p>Understanding and appraising</p> <ul style="list-style-type: none"> How music was used by the Mayans. <p>Drama and movement</p> <ul style="list-style-type: none"> Create a new character for Charlie and the chocolate factory and interview this character. Play Conscience Alley games to explore the different decisions characters in the story made to deepen understanding of that character.
	<p>Democracy</p> <p>Listening</p> <ul style="list-style-type: none"> To "Happy" songs: Happy by Pharrell Williams; Don't Worry Be Happy by Bobby McFerrin; Walking on 	<p>Horror and Ukulele</p> <p>Listening</p> <ul style="list-style-type: none"> To different performances by people playing the Ukulele. Use resources from Charanga Ukulele lessons 	<p>Ancient Greece</p> <p>Following Musical contexts module on Ancient Greece.</p> <p>Listening</p> <ul style="list-style-type: none"> To different fragments of music in triple time and pentatonic scale.

Year 6

Sunshine by Katrina 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.