



Hagley Primary School Music Overview – Early Years & KS1

Music is delivered in KS1 by class teachers and PPA staff. Lessons amount to approximately 40 minutes a week, either in one session or two or more shorter sessions. Lessons involve singing, talking about music, together with either a listening or creating/composing activity. In addition to this, KS1 children have a 20-minute weekly singing/listening assembly led by a specialist.

In Early Years, Music Express planned units (see below) are flexibly used to support existing continuous provision (together with extra ideas for continuous provision given within each unit).

Play It is a book of pieces for children to play, starting with pictures, moving through symbol/graphic scores and concluding with completely standard notation. Each piece comes with instructions. Each year group has been allocated a few pieces so that children progress in their ability to interpret and create a score as they move through the school.

NC/EYFS Requirements	Autumn	Spring	Summer	Vocab
Nursery Communication and Language - Sing a large repertoire of songs – “I sing familiar songs and respond to music.” Physical Development - Use large-muscle movements to wave flags and streamers, paint and make marks – “I am starting to learn about beating in time.” Expressive Arts and Design - Listen with increased attention to sounds – “I like listening to and moving to music.” - Respond to what they have heard, expressing their thoughts and feelings – “I have increasing attention when watching performances. I can say what I like and dislike about performances.” - Remember and sing entire songs – “I can sing in a small group and copy actions when others perform” - Sing the pitch of a tone sung by another person (‘pitch match’). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	Music Express: Over three terms cover these short units in order suited to topics: “Fabulous Food; Beyond the Stars; When Snowflakes Fall; Our Growing World; A Tale From Long Ago; who Shall I Be Today? These include a mixture of musical focuses – exploring sounds, beat, dynamics. Singing and listening to a variety of songs for different purposes; getting louder and quieter, faster and slower. Exploring percussion – both in taught way in circle lessons, and independently through creative play. Listening to a range of music, responding through words, mark making and movement. Songs (examples): • Mix a pancake by Christina Rossetti • Five fat sausages • Five currant buns in a baker’s shop • Jelly on a plate • Five little men in a flying saucer • Twinkle, twinkle, little star • Zoom, zoom, we’re going to the moon Additional Listening: Star Wars; Mars from Holst’s Planet Suite	As Term 1 plus: Starting to make suggestions about how a song could be changed or added to. Beginning to express opinions about what we like and dislike about a piece of music. How does music make us feel? Songs (examples): • I’m a little snowman • The north wind doth blow • Five little snowmen • Five fat peas • Mary, Mary quite contrary • Five Green Apples Additional Listening: Parts of Vivaldi’s Four Seasons; The Snowman (Goodall)	As Terms 1 and 2 plus: Singing songs in different voices, pretending to be characters from stories. Opportunities to perform to parents and carers. Listening and responding to music in pictures related to what is heard. Songs (examples): • One, two, buckle my shoe • Cobbler, cobbler, mend my shoe • Grandma’s spectacles • There was a princess long ago Additional Listening: Movements from Tchaikovsky’s Nutcracker; Part of Stravinsky’s Firebird; In the Hall of the Mountain King;	loud/quiet fast/slow instrument shake tap scrape bang (plus multiple topic-related words which occur in songs)
Reception Communication and Language - Listen carefully to rhymes, songs and other music paying attention to how they sound. - Learn rhymes, poems and songs. Physical Development - Combine different movements with ease and fluency. Expressive Arts and Design - Listen attentively, move to and talk about music, expressing feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and move in time with music	Music Express: Over three terms cover these short units in order suited to topics: “Who Shall I Be Today; Going Places; Our Senses; Growth and Change; Amazing African Animals; Do You See Dinosaurs? These include a mixture of musical focuses – exploring sounds; beat and pitch. Singing in different voices, dynamics, speeds; Taking turns; Exploring different percussion instruments, learn names, play along to songs; Exploring beat and tempo; Exploring making sounds. Songs from <i>Music Express</i> and others e.g. Twinkle Twinkle, Row Row Row Your Boat etc. Create own instruments from junk modelling. Listening and responding to music linked to topic. See separate powerpoint. Christmas Performance Learn, rehearse and perform Christmas songs with actions. Add percussion instruments. <i>Play It</i> piece number 1.	Exploring how sounds are made; Creating effects with sounds; Using loud and quiet dynamics; Creating music to describe people and places. Songs from <i>Music Express</i> and others e.g. <i>Counting songs – ten green apples, five little speckled frogs</i> etc. Listening and responding to music linked to topic. See separate powerpoint. Talk about instruments – fast/slow, loud/quiet. Compare. Share opinions. Compose Weather music using instruments. <i>Play It</i> piece number 2.	Using different voices; Finding singing voice; Singing with others; Controlling pulse, rhythm, dynamics, pitch in songs; Investigating how music is put together; Exploring pitch in songs; (Telling stories using music.) Songs from <i>Music Express</i> and others e.g. Sing Up website for topic-related songs. Listening and responding to music linked to topic. See separate powerpoint. Create a piece of music about topic using percussion instruments. <i>Play It</i> piece number 3.	loud/quiet fast/slow instrument (plus names of some percussion instruments) speed scrape/shake/tap silence (plus multiple topic-related words which occur in songs)

Year One Use Voices: Action, counting and theme songs in unison Play and perform: tuned and untuned percussion instruments to the words of songs and pulse of music. <i>Play It – nos. 3-7</i> Create and compose: create, select and combine sounds to make music linked to topic; using found/natural/body sounds. Copy rhythm and pitch patterns, question and answer patterns. Record in pictures. Listen: <i>dynamics/beat/silence</i> Linked to topic, animals, weather Respond: words/movement/own music	Music Express: Over three terms cover a selection of these short units in any order but cover a range of Pitch, Beat and Exploring Sounds units over the terms: “Ourselves, Our Bodies, Our School, Seasons, Water, Weather, Machines, Storytime, Pattern, Number, Animals, Travel.” <table border="1"> <tr> <td data-bbox="440 221 740 730"> Creating and controlling vocal and body sounds; Exploring descriptive sounds; Playing with pulse and rhythm; Exploring instruments; Creating a soundscape. Songs from <i>Music Express</i>. Listening and responding to music – <i>The Keel Row, In the Hall of the Mountain King</i>. Christmas Performance Learn, rehearse and perform Christmas songs with actions. Add percussion instruments. Listening Walk – create map of sounds heard round school. </td><td data-bbox="740 221 1040 730"> Investigating pitch; Pictures to represent sounds; Controlling dynamics; Creating music to represent the weather; Keeping a steady beat; Changing temp. Songs from <i>Music Express</i> Listening and responding to music – <i>Cuckoo, Aquarium</i> from <i>Carnival of the Animals</i>, <i>Pastoral Symphony</i> (Beethoven). <i>Play It</i> pieces number 3 & 4. Create own piece linked to topic, using exactly the same format as either piece 3 or 4. </td><td data-bbox="1040 221 1339 730"> Matching words and melody; Creating music for stories; Playing with beat and rhythms; Keeping a steady beat; Exploring tempo; Identifying high and low pitch; Following a picture score; Creating and performing word rhythm pieces. Songs from <i>Music Express</i>. Listening and responding to music – <i>Chinese Dance</i>. <i>Play It</i> piece number 6 & 7. Create own topic-based piece based on same format. </td></tr> </table>	Creating and controlling vocal and body sounds; Exploring descriptive sounds; Playing with pulse and rhythm; Exploring instruments; Creating a soundscape. Songs from <i>Music Express</i>. Listening and responding to music – <i>The Keel Row, In the Hall of the Mountain King</i>. Christmas Performance Learn, rehearse and perform Christmas songs with actions. Add percussion instruments. Listening Walk – create map of sounds heard round school.	Investigating pitch; Pictures to represent sounds; Controlling dynamics; Creating music to represent the weather; Keeping a steady beat; Changing temp. Songs from <i>Music Express</i> Listening and responding to music – <i>Cuckoo, Aquarium</i> from <i>Carnival of the Animals</i>, <i>Pastoral Symphony</i> (Beethoven). <i>Play It</i> pieces number 3 & 4. Create own piece linked to topic, using exactly the same format as either piece 3 or 4.	Matching words and melody; Creating music for stories; Playing with beat and rhythms; Keeping a steady beat; Exploring tempo; Identifying high and low pitch; Following a picture score; Creating and performing word rhythm pieces. Songs from <i>Music Express</i>. Listening and responding to music – <i>Chinese Dance</i>. <i>Play It</i> piece number 6 & 7. Create own topic-based piece based on same format.	long/short length mood dynamics round solo together group sudden beat (names of percussion instruments)
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Year Two Use Voices: Action and theme songs in unison; two-part rounds Play and perform: tuned and untuned instruments musically to the pulse of songs, taking turns, in groups <i>Play It – nos. 7-11</i> Create and compose: create, select and combine sounds to make music linked to topic and musical elements. Keeping the beat and changing the tempo. Copy and invent rhythm and pitch patterns. Record in organised picture “scores” and stick notation. Listen: <i>dynamics/tempo/pitch</i> Linked to topic, weather/nature Respond: words/art/movement/own music	Music Express: Over three terms cover a selection of these short units in any order but cover Pitch, Beat and Exploring Sounds units over the terms: “Ourselves, Toys, Out and About, Travel, Storytime, Our Bodies, Number, Our Land, Pattern, Animals, Seasons, Weather, Water, Sleep.” <table border="1"> <tr> <td data-bbox="440 842 740 1373"> Developing vocal, body and instrumental sounds; Keeping a steady beat; Linking sounds to images; Improvising from a picture score; Creating music with own picture score. Songs from <i>Music Express</i>. Listening and responding to music – Rossini <i>Duet for Two Cats</i>, John Adams <i>Ride in a Fast Machine</i>. Christmas Performance Learn, rehearse and perform Christmas songs with actions, different groups singing different verses etc. Add percussion instrument rhythms to help express the mood of the songs. </td><td data-bbox="740 842 1040 1373"> Combining and creating sounds for effect (stories); Exploring repeating patterns (ostinato); Recognising the difference between pulse and rhythm; Exploring timbre and texture to create descriptive music (myths). Songs from <i>Music Express</i>. Listening and responding to music – Tchaikovsky <i>The Nutcracker</i>, Mussorgsky <i>Night on a Bare Mountain</i>, Ziehrer <i>The Snowball Waltz</i> <i>Play It</i> pieces number 8 and 9. In pairs/groups, choose one of these pieces to create own topic-based piece. Create picture scores, using model. </td><td data-bbox="1040 842 1339 1373"> Performing rhythms from a score; Organising music; Linking pitch to notation; Singing and playing pitch shapes; Adding rhythmic accompaniment to chants; Composing music to illustrate a story; Developing understanding of pitch; Following a leader. Songs from <i>Music Express</i>. Listening and responding to music – <i>The Lion Sleeps Tonight</i>, Vivaldi <i>Seasons</i> <i>Play It</i> pieces 10 and 11. Create own piece based on model. </td></tr> </table>	Developing vocal, body and instrumental sounds; Keeping a steady beat; Linking sounds to images; Improvising from a picture score; Creating music with own picture score. Songs from <i>Music Express</i>. Listening and responding to music – Rossini <i>Duet for Two Cats</i>, John Adams <i>Ride in a Fast Machine</i>. Christmas Performance Learn, rehearse and perform Christmas songs with actions, different groups singing different verses etc. Add percussion instrument rhythms to help express the mood of the songs.	Combining and creating sounds for effect (stories); Exploring repeating patterns (ostinato); Recognising the difference between pulse and rhythm; Exploring timbre and texture to create descriptive music (myths). Songs from <i>Music Express</i>. Listening and responding to music – Tchaikovsky <i>The Nutcracker</i>, Mussorgsky <i>Night on a Bare Mountain</i>, Ziehrer <i>The Snowball Waltz</i> <i>Play It</i> pieces number 8 and 9. In pairs/groups, choose one of these pieces to create own topic-based piece. Create picture scores, using model.	Performing rhythms from a score; Organising music; Linking pitch to notation; Singing and playing pitch shapes; Adding rhythmic accompaniment to chants; Composing music to illustrate a story; Developing understanding of pitch; Following a leader. Songs from <i>Music Express</i>. Listening and responding to music – <i>The Lion Sleeps Tonight</i>, Vivaldi <i>Seasons</i> <i>Play It</i> pieces 10 and 11. Create own piece based on model.	beat rhythm pulse repeat sections high/low pitch tempo score symbol (names of percussion instruments)
Developing vocal, body and instrumental sounds; Keeping a steady beat; Linking sounds to images; Improvising from a picture score; Creating music with own picture score. Songs from <i>Music Express</i>. Listening and responding to music – Rossini <i>Duet for Two Cats</i>, John Adams <i>Ride in a Fast Machine</i>. Christmas Performance Learn, rehearse and perform Christmas songs with actions, different groups singing different verses etc. Add percussion instrument rhythms to help express the mood of the songs.	Combining and creating sounds for effect (stories); Exploring repeating patterns (ostinato); Recognising the difference between pulse and rhythm; Exploring timbre and texture to create descriptive music (myths). Songs from <i>Music Express</i>. Listening and responding to music – Tchaikovsky <i>The Nutcracker</i>, Mussorgsky <i>Night on a Bare Mountain</i>, Ziehrer <i>The Snowball Waltz</i> <i>Play It</i> pieces number 8 and 9. In pairs/groups, choose one of these pieces to create own topic-based piece. Create picture scores, using model.	Performing rhythms from a score; Organising music; Linking pitch to notation; Singing and playing pitch shapes; Adding rhythmic accompaniment to chants; Composing music to illustrate a story; Developing understanding of pitch; Following a leader. Songs from <i>Music Express</i>. Listening and responding to music – <i>The Lion Sleeps Tonight</i>, Vivaldi <i>Seasons</i> <i>Play It</i> pieces 10 and 11. Create own piece based on model.			

N.B. Although Year 1 and 2 Music Express units have the same titles, they are progressive, so Y2 units build on those covered in Y1.

KS1 Assembly Listening (Based on MMC Suggestions)			
	Autumn	Spring	Summer
Years 1 and 2	Western Classical 1. O Nata Lux (Tallis) 2. Rondo Alla Turca (Mozart) 3. Canon in D (Pachelbel) 4. Brandenburg Concerto No. 1 (Bach) 5. Music for the Royal Fireworks (Handel) 6. Surprise Symphony – 2nd Move. (Haydn) 7. Clog Dance (Herold) 8. Hebrides Overture (Mendelssohn) 9. Mars from the Planets (Holst) 10. Bolero (Ravel) 11. Chanson de Matin (Elgar) 12. Night Ferry (Anna Clyne) 13. For Unto Us a Child is Born (Handel) 14. Traditional Carols	Popular and Film Music 1. Wild Man (Kate Bush) 2. Runaway Blues (Ma Rainey) 3. Hound Dog (Elvis Presley) 4. Yellow Submarine (The Beatles) 5. Another One Bites the Dust (Queen) 6. Stairway to Heaven (Led Zeppelin) 7. Chanson de Matin (Edward Elgar) 8. Harry Potter (John Williams) 9. Jurassic Park (John Williams) 10. Star Wars (John Williams) 11. The BFG (John Williams) 12. Hook (John Williams)	Traditional Music and Musicals 1. Fanfarra (Brazilian Samba) 2. Baris (Indonesian Gamelan) 3. Stomp (Walkers – USA) 4. The Herring Song (England) 5. I Got Kicked by a Kangaroo (Australia) 6. Si, Si, Si (Congo) 7. Supercalifragilisticexpialidocious (Mary Poppins – Sherman) 8. Pure Imagination (Charlie and the Choc. Factory -Lesley Bricusse) 9. The Bare Necessities (Jungle Book – Terry Gilkyson) 10. Under the Sea (Little Mermaid – Samuel Wright) 11. Circle of Life (The Lion King – Elton John) 12. The Greatest Show (The Greatest Showman – Benj Pasek)

Example KS1 Assembly Songs - <i>Most assembly songs are from Out of the Ark (on the shared area) or Sing Up</i>			
Warm Ups		Songs (some examples)	
Boom Chikka Boom		Wake Up	
Have You Brought Your Whispering Voice		Together	
Dr Knickerbocker		Music Matters	
Kye Kye Koolay		Good To Be Me	
1,2,3,4,5,4,3,2,1		A Song You'll Love To Know	
That's The Way We're Put Together		We've Got The Power	
Up, Down, Forward, Back		Gotta Sing	
My Song Is A Good Song		Can You Do This?	