

## Villa Real School Music Overview:

An ambitious curriculum which starts in the Early Years Foundation Stage (EYFS), where children are given regular opportunities to be imaginative and expressive, exploring sounds, singing songs and rhymes, listening and moving to a range of music.

The overview for Key Stages 1 – 3 has origins in the National curriculum and builds on prior learning within the EYFS.

Please see bridging document EYFS/KS1 appendix 1.

Overview by key stage (rolling 3/4 year programme)

Key Stage	Key Elements to be taught		
KS1	<b>Dimensions of music: Pulse and Rhythm</b> <b>Appraisal: Expressing likes, dislikes and feelings</b>		
Year 1 2022/2023	<b>Term 1</b> <b>Genre:</b> Funk <b>Recommended activities:</b> Activities to hear the pulse and rhythm eg clapping, stamping and marching. Introduce instruments. Listen and appraise 1 or 2 Funk songs. Learn to sing a Funk song. <b>Recommended resources:</b> Charanga Big Bear Funk Unit and SEND scheme Unit 1.	<b>Term 2</b> <b>Genre:</b> Disco <b>Recommended activities:</b> Activities to hear the pulse and rhythm. Choosing instruments. Listen and appraise 1 or 2 Disco songs. Learn to sing a Disco song. <b>Recommended resources:</b> Charanga Bringing us together unit and SEND scheme Unit 2.	<b>Term 3</b> <b>Led by Music Specialist</b> <b>Activities:</b> Focus on singing and playing tuned and untuned instruments.
Year 2 2023/2024	<b>Term 1</b> <b>Genre:</b> Funk <b>Recommended activities:</b> As above plus listen and appraise 1 or 2 (new) Funk songs. Learn to sing a new Funk song. <b>Recommended resources:</b> Charanga Big Bear Funk Unit and SEND scheme Unit 1.	<b>Term 2</b> <b>Genre:</b> African <b>Recommended activities:</b> As above Choosing instruments. Listen and appraise 1 or 2 African songs. Learn to sing an African song. <b>Recommended resources:</b> Charanga Learning Centre (African music) and SEND scheme Unit 2.	<b>Term 3</b> <b>Led by Music Specialist</b> <b>Activities</b> Focus on singing and playing tuned and untuned instruments.
Year 3 2024/2025	<b>Term 1</b> <b>Genre:</b> Funk <b>Recommended activities:</b> As above plus listen and appraise 1 or 2 (new) Funk songs. Learn to sing a new Funk song.	<b>Term 2</b> <b>Genre:</b> Latin <b>Recommended activities:</b> As above Choosing instruments. Listen and appraise 1 or 2 Latin songs. Learn to sing a Latin song. <b>Recommended</b>	<b>Term 3</b> <b>Led by Music Specialist</b> <b>Activities:</b> Focus on singing and playing tuned and untuned instruments.

	<b>Recommended resources:</b> Charanga Big Bear Funk Unit and SEND scheme Unit 1.	<b>resources:</b> Charanga Learning Centre (African music) and SEND scheme Unit 2.	
<b>KS2</b>	<b>Build on KS1 key elements and Teach:</b> <b>Dimensions of music: Tempo, Melody, Pitch and dynamics</b> <b>Appraisal: Identifying, styles/genres, structure and dynamics</b>		
<b>Year 1 2023/2024</b>	<b>Term 1</b> <b>Genre:</b> Classical <b>Recommended activities:</b> Recap pulse and rhythm. Activities to explore fast and slow. Listen and appraise 2 Classical songs (examples with fast/slow/high/low etc). Identify and compare styles. Play instruments with the music. <b>Recommended resources:</b> Charanga Active Listening, Classical 100, BBC Ten Pieces.	<b>Term 2</b> <b>Genre:</b> Soul <b>Recommended activities:</b> Activities to explore High and low. Listen and appraise 2 Soul songs (examples with high/low etc). Identify and compare styles then play with the music. Learn 1 or 2 Soul songs. Change the words of a song. <b>Recommended resources:</b> Charanga Freestyle KS2 – Dancing in the Street and SEND Learning Centre – Soul. Garageband app on ipad.	<b>Term 3</b> <b>Led by Music Specialist</b> <b>Activities</b> Focus on singing and playing tuned and untuned instruments. Building on KS1.
<b>Year 2 2024/2025</b>	<b>Term 1</b> <b>Genre:</b> Classical	<b>Term 2</b> <b>Genre:</b> Pop	<b>Term 3</b> <b>Led by Music Specialist</b> Focus on singing and playing tuned and untuned instruments. Building on KS1.
<b>Year 3 2025/2026</b>	<b>Term 1</b> <b>Genre:</b> Classical	<b>Term 2</b> <b>Genre:</b> Folk	<b>Term 3</b> <b>Led by Music Specialist</b> Focus on singing and playing tuned and untuned instruments. Building on KS1.
<b>Year 4 2026/2027</b>	<b>Term 1</b> <b>Genre:</b> Early Music	<b>Term 2</b> <b>Genre:</b> Gospel	<b>Term 3</b> <b>Led by Music Specialist</b> Focus on singing and playing tuned and untuned instruments. Building on KS1.

KS3	<b>Build on KS1 and KS2 key elements and Teach:</b> <b>Dimensions of music: Timbre, harmony, structure, texture and notation</b> <b>Appraisal: Identifying age, country/origin or purpose</b>		
Year 1 2022/2023	<b>Term 1</b> <b>Genre:</b> Reggae <b>Recommended activities:</b> Recap Melody, Tempo, Pitch and dynamics. Activities to explore Timbre. Listen and appraise 2 Reggae songs (looking at timbre) Identify age of songs and origins. Play instruments. Learn Reggae songs. Improvise/add a new verse. <b>Recommended resources:</b> Charanga Listening Centre – Styles - Reggae and Three Little Birds Unit (KS2 Unit)	<b>Term 2</b> <b>Genre:</b> Hip Hop <b>Recommended activities:</b> Activities to explore Timbre within Hip Hop. Listen and appraise 2 or 3 Hip Hop songs (examples with high/low etc). Identify instruments then play with the music. Learn 1 or 2 Hip Hop songs. Write a Hip Hop song. Introduce chords. <b>Recommended resources:</b> Charanga Learning Centre – Hip Hop and Fresh Prince of Bel Air Unit (KS2 Unit). Garageband app on ipad.	<b>Term 3</b> <b>Genre:</b> Led by Specialist Teacher and/or Teacher based on interests/links to topics <b>Recommended Activities:</b> Playing and performing. Building on KS1 and KS2.
Year 2 2023/2024	<b>Term 1</b> <b>Genre:</b> Contemporary <b>Recommended activities:</b> recap and teach key elements. Appraise, compare genres, singing, playing and performing	<b>Term 2</b> <b>Genre:</b> Rock <b>Recommended activities:</b> recap and continue to teach key elements. Appraise, compare genres, singing, playing and performing	<b>Term 3</b> <b>Genre:</b> Led by Specialist Teacher and/or Teacher based on interests/links to topics <b>Recommended Activities:</b> Playing and performing. Building on KS1 and KS2.
Year 3 2024/2025	<b>Term 1</b> <b>Genre:</b> Classical <b>Recommended activities:</b> recap and teach key elements. Appraise, compare genres, singing, playing and performing	<b>Term 2</b> <b>Genre:</b> Jazz and Blues <b>Recommended activities:</b> recap and continue to teach key elements. Appraise, compare genres, singing, playing and performing	<b>Term 3</b> <b>Genre:</b> Led by Specialist Teacher and/or Teacher based on interests/links to topics <b>Recommended Activities:</b> Playing and performing. Building on KS1 and KS2.

**EYFS** - Within EYFS, children are given regular opportunities to be imaginative and expressive; adapt and invent, singing songs and rhymes, listening and moving to a range of musical genres.

Pupils will engage with activities to build foundations linked to developing their understanding of the world around them.

**KS1** – Pupils will use their voices (where able) expressively to sing songs and rhymes. They will play tuned and untuned instruments. Pupils will experiment, select and create sounds.

Pupils will listen to a range of live and recorded music.

**KS2** – Pupils will play and sing with increasing confidence and control in solo and ensemble contexts. They will improvise and compose and recall accurate sounds from aural memory.

Pupils will listen and understand with increased attention to a wide range of music to include great composers. Pupils will develop an understanding of the history of music.

**KS3** – Students will build on previous knowledge and skills. They will play and perform with increasing confidence in solo and ensemble contexts. Students will use their voice and instruments musically and with increasing fluency and accuracy. Improvise and compose, developing ideas and drawing on different styles and structures.

They will listen with increasing discrimination and awareness to music from great composers and musicians.

**NB.**

**KS4/5** - Students will build on prior knowledge, with activities and experiences that enhance and support other areas of learning with a focus on creating and performing and skills for later life.