



Year	Autumn 2024	Spring 2025	Summer 2024
EYFS	<p style="text-align: center;"><b>AW1</b> <u>Songs from around the world</u> <b>Experimenting with singing and playing percussion</b></p> <p>Young musicians will discover a range of nursery rhymes and songs from around the world connecting with Dalcroze music &amp; movement techniques. Listening to a wide range of diverse pieces and playing tuned/untuned percussion our young musicians learn how to keep a steady beat through singing and movement whilst learning about new cultures of music. This links with the 'Expressive Arts and Design' learning pathway of the Development Matters guidance.</p> <p style="text-align: center;"><b>AW2</b> <u>Do Ho Ho!</u></p> <p>Furthering their development on pitch, rhythm and pulse the young musicians will learn a series of short Christmas songs using Kodály ready for a performance.</p> <p style="text-align: center;"><b>How you can help your child at home?</b> Listen to a wide range of music - encourage your child to feel rhythm, pulse and use Kodály hand symbols when singing</p>	<p style="text-align: center;"><b>SP</b> <u>Once upon a Musical Wonderland</u> <b>How music can create a story</b></p> <p>The children will connect music with movement as they discover how music is linked with storytelling. Consolidating their understanding of musical themes they will respond to different musical elements through their bodies by using scarves, their voices and compositional decisions. They will experiment with different duration (crotchets &amp; quavers ta &amp; te-te) pitches, (high/low) dynamics (forte vs piano), tempo (adagio vs allegro), timbre (quality of the sound). They will also connect these to different emotions - scared, excitement, worried.</p> <p style="text-align: center;"><b>How you can help your child at home?</b> Can you use the musical words at home - hear something loud forte hear something quiet - piano hear something fast or slow adagio hear something fast allegro!</p>	<p style="text-align: center;"><b>SUM</b> <u>Singing Project</u> <b>Learning a selection of songs in rounds from around the world from new cultures</b></p> <p>The children will learn a series of 6-8 pieces for a performance with nursery and Y1. A story will be developed with BSL and makaton throughout during the concert and children's voices used to tell the story using multi-media.</p> <p style="text-align: center;"><b>How you can help your child at home?</b> Listening and singing along with our singing project songs!</p>

**AW1**  
**Colonel Hathi's march**

**Moving to music using body percussion and classroom percussion**

Linking to their class topic of toys the young musicians experience music around the piece 'Colonel Hathi's march' from *The Jungle Book*. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.

**AW2**  
**Do-Mi-Do**

**Learning a range of winter songs with limited range**

The young musicians will learn a range of songs for a Christmas performance. All songs will be re-arranged or written in mind of KS1 voices. Tempo changes, dynamic changes and syncopated rhythms will be used across the songs linking in with music within movement during their sessions last term.

**How can you help at home?**

Listen to a range of musical genres from funk to soul to classical to jazz and move in time can you jump in time, clap in time

**SP1**  
**Magical musical aquarium**

**Playing and composing using one note chime bars and percussion**

Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from *The carnival of the animals* by Camille Saint-Saëns. The young musicians progress from their first listen in reception to now creating their own composition inspired by it. The children respond to music through moving, exploring the sound of instruments, listening and singing, and of course composing their own musical aquarium in a graphic score.

**SP2**  
**Musical streets around the world**

**Movement and instruments to experience change in metre - listening and reacting to music from cultures around the world.**

The young musicians learn dance songs from around the world involving meeting and greeting, with a time change from march to jig. This provides opportunities to use movement and instruments to experience the change in metre. Pupils can create new lyrics, learn a partner dance, and create instrumental accompaniments to the song.

**How you can help your child at home?**

Listen to *The Carnival of the Animals* at home can they hear the Coo Coo bird?

**SUM**  
**Singing Project**

**Learning a selection of songs in rounds from around the world from new cultures**

The children will learn a series of 6-8 pieces for a performance with nursery and Y1. A story will be developed with BSL and makaton throughout during the concert and children's voices used to tell the story using multi-media. The young musicians will learn songs within rounds and start to develop harmony as they transition into Y2.

**How you can help your child at home**

Encourage them to practice the vocal parts and BSL/ makaton videos at home through google classroom.

AW

**Learning the musical kingdom**

**How to write musical notation, read and play music**

Young musicians will learn how to respond, play and write simple music notation. The children will go on a journey through the musical kingdom meeting animals linking with musical notes - cricket/fly quaver/spider minim/snail semibreve/sloth. They will be able to call and respond using firstly the animal names and then moving into using the musical names for the notes. Graphic scores will be used as a composition tool for the young musicians to create their own storm soundscape. Linking to composition and rhythm links in the Model Music Curriculum they will use a combination of dot notation and graphic scores. Each class will record their storm soundscape at the end of term.

**How can you help at home?**

Use sounds around the home to create your own piece using the musical animals (Crotchets, quavers, minims, semibreves)

SP

**Your ticket to Jazz! LCME PG2**

**Playing and improvising on one octave glockenspiel**

The children will be learning how to play a range of different melodies on the Glockenspiel as an ensemble. The genre of Jazz will be used as children progress learn about different styles of jazz from ragtime to be bop! Using different musical elements each week from pitch to dynamics children will learn how to create different sounds from the instrument to create famous melodies. Children will start to develop reading music using stick and pitch notation. They will be able to improvise using three and five notes on an one octave glockenspiel. Three pieces will be learnt and recorded as part of London College Of Music's Jazz pre grade two syllabus.

SP2

**Around the world in 8 weeks**

**Learning a diverse range of musical genres and playing musical from different cultures.**

Young musicians will learn a set of pieces from different cultures and learn a piece from that country/culture each week. From syncopated rhythms in samba to Indonesian gamelan pentatonic scales, children will use their glockenspiels to create their own mini performance each week. Musical elements of articulation, dynamics, tempo, duration will all be used within the pieces each week. Different percussion elements will also be used alongside the glockenspiel. Professional musicians will also join the children virtually some weeks talking about new instruments from that country/culture. This will lead to a video at the end of the term showcasing us travelling around the world in 8 weeks.

**How can you help at home?**

Encourage your child to write out simple rhythms and record them!

SUM

**Tańczymy labada**

The young musicians will learn a Polish circle game with increasingly tricky actions, which will help to develop children's sense of beat and encourage cooperative play. As well as learning to sing confidently in another language, children will learn to play singing games, play an accompaniment, and invent a 4-beat body percussion pattern. Additionally, they will learn about traditional dances of Poland and plan and rehearse a performance for younger children. This unit also contains the final of three progression snapshots to collect evidence of pupils' progress.

**How you can help your child at home**

Encourage them to practice the vocal parts and look over the notation at home. Listen to different styles of music, such as pop, jazz, blues, classical, folk, musical theatre, rock.

**How can you help at home?**

Can your young musician teach you the polish circle game!

**AUT**

**S..s..s samba ryhthms!**

**Learning call and response rhythms as a class ensemble using samba instruments, composing their own rhythms**

Young musicians will learn how to respond, play and improvise call and response rhythms using a range of tuned and un-tuned samba percussion instruments. They will compose 'short phrases' of improvisation using a limited note range. Structure will be introduced by creating musical breaks where a conductor will play a rhythm that all children recognise to finish a call and response. The musical elements also progress by bringing in tempo markings allegro vs adagio, forté vs piano whilst reading rhythms on the stave.

Word rhythms will be used throughout to create new syncopated rhythms for our young musicians. Young musicians listen and play along to a range of samba carnival pieces from Sérgio Mendes, Exploring beat with *Magalenha*

**How can you help at home?**

Can you find syncopated rhythms at home? Listen to a range of samba music can you dance to the beat?

**Musical legacy?**

Any young musician can join the school orchestra by playing tuned or untuned instruments in our percussion section!

**SP**

**Explore Afro-Brazilian music!**

**Learning how to beat box to Afro-Lata music using vocal percussion and a range samba instruments.**

Young musicians progress their samba learning into learning vocal percussive patters connected with rhythms to play on a range of tuned and untuned instruments. Building on the Kodely (do-re-mi-fa-so) bringing in a small range of notes on the stave from C-G to compose confidently with.

Young musicians take part in a samba workshop with professional samba musicians that brings together layers of sound. In preparation for a class performance the young musicians develop structure as they learn intertwining polyrhythms.

**How can you help at home?**

Try and conduct a piece of samba music at home, can you bring in different layers of music?

**Musical legacy?**

Any young musician can join the school orchestra by playing tuned or untuned instruments in our percussion section!

**SUM**

**Creating our own class piece!**

**Bringing together all of their samba learning our young musicians compose their own class piece for a themed assembly**

Creating their own word-rhythms progressing from AUT our young musicians create a piece of music that is at least three layers.

Connecting first their vocal percussion and singing then bringing into their instruments the young musicians are able to play a piece with at least two connecting layers followed by a student conductor.

Each section will showcase a range of dynamics and tempos to dramatic effect as it is linked to part of the themed assembly. A performance to parents and carers will take place at the end of the term.

**How can you help at home?**

Try and conduct a piece of samba music at home, can you bring in different layers of music?

**Musical legacy?**

Any young musician can join the school orchestra by playing tuned or untuned instruments in our percussion section!

AUT

**Finish This**

**English National Opera's national composition project**  
**Creating an opera using percussion, voice and a range of**  
**orchestral instruments to send to ENO as part of a**  
**national project. Finding out about opera and different**  
**cultures that inspire storytelling.**

*Finish This...* invites students to step into the role of an ENO Composer and respond to, and resolve, a purposefully unfinished operatic piece titled 'Blue, Red, Yellow...'. Immersing themselves into the Composer role, they will embrace their imaginations and experiment with music, colours and text, to create their own bespoke response ending – all through the lens of opera. The young musicians will be able to play using a range of dynamics (crescendo, diminuendo) articulation (legato and staccato). Gamelan music will be linked to the project through its powerful storytelling through music by playing metallophones linked to our glockenspiels.

Improvisation will also be used to create graphic scores in three groups per class to create a colour to finish the piece of music. Three recordings will be made (one per class) and sent to the ENO. We are one of 200 schools nationally selected for the project this year.

**How can you help at home?**

Can you listen to Opera at home? Discover some Gamelan pieces and instruments!

**Musical legacy?**

Any young musician can join the school orchestra by playing the Glockenspiel/xylophone on Fridays.

SP

**Uke Uke Ukelele**

Children learn a brand new instrument and their first stringed instrument in the classroom at GB.

Over the term the young musicians will learn how to play melodies using open strings, chords C,AMG,F,C7 and G7 to learn a series of songs that they will sing too. Some songs will be in rounds increasing their harmony learning and increasing in tempo.

Children will be able to develop their rhythmic skillset by developing syncopated strumming patterns and how to transition from one chord to the next smoothly. This will be working towards a Ukulele concert at the end of the term

**How can you help at home?**

Singing and performing the songs at home with a Uke. If you would like to know where to purchase one from please speak to Mr Prescott

**Musical legacy?**

Any young musician can join the school orchestra by continuing their ukulele learning ukulele on Fridays.

Signposted around the school our opportunities for young musicians to join instrumental and vocal ensembles in Leiwsham and nationally!

SUM

**Caribbean Ukulele Calypso - percussion creating a Caribbean day - GLOCK around the world! First 3/4 weeks India, gamelan,**

Continuing their learning on the Ukulele and linking to their topic of the Caribbean the children will learn how to sing and play a number of Caribbean songs. Percussion tuned/untuned will be used to work toward a performance at their annual Caribbean day. The young musicians will discover new music from a range of genres within the Caribbean from Jaminca to Trinidad.

**How can you help at home?**

Singing and performing the songs at home with a Uke. If you would like to know where to purchase one from please speak to Mr Prescott

**Musical legacy?**

Any young musician can join the school orchestra by continuing their ukulele learning ukulele on Fridays.

Signposted around the school our opportunities for young musicians to join instrumental and vocal ensembles in Leiwsham and nationally!



AW1

**Dragon Ships Sail Across The Sea!**  
**Composing on a ternary piece on the stave**

The children will learn how to write and create their Viking longboat drumming ostinato through firstly a graphic score then on the stave. The young musicians will learn a series of viking songs as they learn rhythmic and melodic ostinatos each week in harmony. Some viking songs are learnt in a round and using three part harmony. Major and minor chords are explored through singing as well as structure of a ternary piece.

Their pieces will include a vast range of dynamics including pianissimo to fortissimo and be able to read a full range of percussive percussion of the stave. The young musicians will listen to Icelandic singer songwriter Bjork during warm ups to see how you can create a dramatic atmosphere through composition. A recording and performance of the songs/drum battle will be in a viking themed assembly to parents and carers.

AW2

**Hark are the bells - singing project**  
**Singing in two part harmony**

The young musicians will learn a winter medley combining winter songs from different cultures. Every class will have their own song in the performance the combining together to sing in two part harmony as a year group. All the young musicians will perform the medley at the winter concert to parents and carers. All musicians will learn the pieces by reading sheet music, reading dynamics, tempo markings and articulation.

**How can you help at home?**

Encourage your child to perform their songs and compositions

**Musical legacy?**

Any young musician can join the school orchestra by playing our range of drums in the percussion section on Fridays.

Signposted around the school our opportunities for young musicians to join instrumental and vocal ensembles in Leiwsham and nationally!

SP

**Recorder makes it into the charts!**  
**Learning an octave of notes on the recorder**

Young musicians will learn their first wind instrument the recorder. From Taylor Swift to ABBA to The Beatles to Mark Ronson and Bruno Mars the children will learn a range of pop music on the recorder whilst also learning about the history of music technology within pop music. Children will continue their learning on reading the stave and will be able to play using over an octave of notes, in two part harmony, a wider range of new dynamics and a wider range of new tempos as an ensemble.

Improvisation using a selection of notes will also be used in the early stages of learning the instrument progressing on from their jazz learning in Y2. This will result in a recorder recital in the hall for parents and carers.

**How can you help at home?**

Encourage your child to practice the recorder at home - all resources on google classroom!

**Musical legacy?**

Any young musician can join the school orchestra by playing the recorder in the woodwind section on Fridays.

Signposted around the school our opportunities for young musicians to join instrumental and vocal ensembles in Leiwsham and nationally!

SUM 1

**Recorder recital**  
**Every child is a musician**

Every young musician in year five takes part in our recorder recital. Playing pieces from classical music (Tallis round in three parts) to Pop from Taylor Swift in two part harmony, The Beatles Yellow Submarine and ABBA's Mama Mia.

Every musician in small groups improvises small call and response phrases for their class to respond too using a range of an octave do-do. Stave notation is used throughout the performance with all young musicians following and understanding musical notes (crochet, semiquaver, quaver, minims, dotted notes) whilst playing at a range of pitches.

SUM 2

**Become a hip-hop music producer**  
**Creating music using technology (BandLab Education)**

Children will learn how to create their own track through becoming their own music producer. The children will learn how to create, record, loop, splice, copy, paste within the Digital Audio Workstation BandLab. Virtual lessons will also be used as children can continue their learning at home outside of the lesson to create their tracks.

Each week the young musicians will listen to a range of hip-hop and R&B music to inspire their tracks. Focusing in on Destiny's Child the children will explore the tracks dynamics, textures, tempo, articulation, melody to create their own creative response. Children will also learn how to create simple I V IV chord sequences as well as more complex jazz influenced chords. This will result with tracks being part of the schools Soundcloud

**How can you help at home?**

Continue your track at home with BandLab education! How many layers can you add - can you Quantise any midi melodies you add in?

**Musical legacy?**

Young musicians can help our arts council by becoming sound editors. Recording their podcast by using BandLab will allow them to shape their knowledge in class into their own music.

**AW1  
SAMBA**  
Becoming the musical conductor

Every young musician has the opportunity to lead their class ensemble as they use all their musical learning to become the musical conductor. From young musicians reacting to their conducting following a wide range of dynamics from (pp-ff) to significant changes in tempo to create dramatic atmospheres in preparation for class pieces.

Structure is developed where pupils will melody with others accompanying on tuned/untuned percussion. This is started by developing their sense of internal pulse through music making warm ups and games with their end point being playing on instruments.

Musicians read from music on the stave to create a piece using call and response, a clear start and ending using dynamics, a samba break and a range of tempos throughout. These initial compositions are made within small groups with conducting skills worked on.

**How can you help at home?**

Encourage your child to perform their songs and compositions

**Musical legacy?**

Join the orchestra and become the conductor - all of our performances have student conductors!

**SP  
SAMBA**  
Welcome to Batucada

Young musicians visit a new style of samba music from Brazil as they progress their Samba learning before creating their final composition end point . Batucada is traditionally performed at street carnivals in Rio de Janeiro by an escola de samba (a 'samba school') made up of dancers and their team of percussionists (the bateria).

Through experiencing arranging, composing and performance activities, all participants will find ways to strengthen accurate rhythmic placement and having an internal pulse- both vocally and by playing percussion instruments.

The young musicians also learn a range of songs that work within three-four part rounds Hey Dumba, Baião de ninar and Big Mambo.

Development on playing samba instruments surdo/floor tom, agogo bells/cowbells, ganza/shaker, caixa/ snare drum is continued as young musicians learn new percussion techniques through percussion specialist Mark Whitlam Director of Drums at BIMM Bristol

**How can you help at home?**

Encourage your child to perform their songs and compositions

**Musical legacy?**

Join the percussion section in the orchestra and showcase your new techniques!

**SUM  
SAMBA**  
Composing a five layer piece

This term young musicians will compose an epic transition project into their secondary schools. Using all of their musical knowledge at GB and progressive incremental learning of Samba their end point is a performance that is recorded and sent to secondary schools and also to parents and carers at our annual leavers assembly.

Each part will contain a call and response from the conductor, syncopated rhythms, a range of vast dynamics and tempos (presto to largo) (pp to ff) for dramatic effect.

All of these parts will be written out by the young musicians to create a score for conductors to read from in the final performance. Bass lines are created on lower pitch percussion/tuned to accompany melodic higher pitch rhythmic ideas.

Each class creates a piece over 3 minutes long as their final instrumental performance at Gordonbrock.

**How can you help at home?**

Encourage your child to perform their songs and compositions at home!

**Musical legacy?**

This performance is sent off to all secondary schools and provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies this year.