

"Giving children the keys to unlock their future"



St Peter's C of E Academy – Music

At St Peter's we value music as an important way of expressing yourself. It is a unique form of communication that can impact the way children feel, think and act, helping the body and mind work together. Exposing children to music and singing during early development helps them to learn the sounds and meanings of words. Dancing to music helps children develop motor skills whilst allowing them to practice both self-expression and self-control. We aspire to nurture a love of music and encourage a progression of musical knowledge and skills across the school.

We teach the National Curriculum largely following the Sing-up scheme of work and resources, providing activities which are current, creative, fun and inspiring. It also provides a clear skills and knowledge progression ensuring these areas are built on year by year and sequenced appropriately to maximise learning for all children. Where possible, we also integrate music within across other subjects, giving our children opportunities to make and use music creatively to enrich their learning. In KS2 pupils learn to play the ukelele in whole class sessions led by a specialist peripatetic teacher.

Music and singing is encouraged throughout the school in music lessons. This is supported by whole school assemblies, a dedicated Key Stage singing sessions and visiting workshops. There is also the opportunity for children to have private lessons within the school. Guitar and drumming is currently being offered but other instruments can be catered for, if there is interest. We work closely with the Wiltshire Music Connect Hub to access music provision, CPD and share ideas.

Below is a summary of the unit objectives – further detail is available on the Sing Up website.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>'I've got a grumpy face'</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings • Explore making sound with voices and percussion instruments to create different feelings and moods • Sing with a sense of pitch, following the shape of the melody 	<p>'The sorcerer's apprentice'</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music • Identify and describe contrasts in tempo and dynamics • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) <p>Christmas songs/performance</p>	<p>Bird spotting: Cuckoo polka</p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices • Develop active listening skills <p>'Shake my sillies out'</p> <ul style="list-style-type: none"> • Create a sound story using instruments • Listen to music and show the beat with actions. 	<p>'Up and down'</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions • Sing and play a rising and falling melody <p>'Five fine bumble bees'</p> <ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts • Sing in call-and-response and change voices to make buzzing sounds 	<p>Down there under the sea</p> <ul style="list-style-type: none"> • Develop a song by composing new words and adding movement • Play sea sound effects on percussion instruments <p>'It's oh so Quiet'</p> <ul style="list-style-type: none"> • Play different instruments with control • Explore dynamics with voices and instruments 	<p>Slap clap clap</p> <ul style="list-style-type: none"> • Compose a three-beat body percussion pattern and perform it to a steady beat • Sing a melody in waltz time <p>'Bow, bow, bow Belinda'</p> <ul style="list-style-type: none"> • Invent and perform actions for new verses • Sing a song while performing a sequence of dance steps
Year 1	<p>Menu song</p> <ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen-themed props • Copy a leader in a call-and-response song • Listen and move in time to the song 	<p>Magical musical aquarium</p> <ul style="list-style-type: none"> • Experiment with sounds to create aquarium-inspired music • Sing a unison song rhythmically and in tune 	<p>'Dawn' from Sea interludes</p> <ul style="list-style-type: none"> • Sing a simple singing game, developing sense of beat • Respond to musical themes using appropriate movement. <p>Musical conversations</p> <ul style="list-style-type: none"> • Recognise how graphic symbols can represent sound 	<p>Football</p> <ul style="list-style-type: none"> • Compose word patterns in groups and melodies • Chant together rhythmically • Sing an echo song while tapping the beat, and clap the rhythm of the word 	<p>Come Dance with me</p> <ul style="list-style-type: none"> • Create musical phrases from new word rhythms that children invent • Copy call-and-response patterns with voices and instruments 	<p>Dancing and drawing to Nautilus</p> <ul style="list-style-type: none"> • Create artwork in response to a piece of music <p>Cat and Mouse</p> <ul style="list-style-type: none"> • Listen and copy rhythm patterns
Year 2	<p>Tony Chestnut</p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track • Compose call-and-response music 	<p>Carnival of the animals</p> <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character <p>Composing music inspired by birdsong</p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body 	<p>Grandma Rap</p> <ul style="list-style-type: none"> • Chant Grandma rap rhythmically, and perform to an accompaniment • Chant and play rhythms using the durations of 'walk', 'jogging', and 'shh' 	<p>Orawa Trains</p> <ul style="list-style-type: none"> • Improvise and compose short musical ideas to form a piece • Sing and play, performing composed pieces for an audience. 	<p>Time A</p> <ul style="list-style-type: none"> • Untuned percussion: Play different note lengths • Perform and record 	<p>Time B</p> <ul style="list-style-type: none"> • Tuned percussion: Using sticks and playing techniques • Practise the melody

		percussion, and then instruments				
Year 3	Sound Symmetry <ul style="list-style-type: none"> • Compose a simple song using symmetry • Sing by improvising simple melodies and rhythms • Identify how the pitch and melody of a song has been developed 	Ukeleles <ul style="list-style-type: none"> • Play a part on a ukulele as part of a whole-class performance • Improvise phrases • Listen and copy back phrases • Compose phrases 	March – Nutcracker <ul style="list-style-type: none"> • Develop active listening skills • Understand the structure of rondo form • Develop a sense of beat and rhythmic pattern • Experience call-and-response patterns 	Latin Dance <ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern • Sing a call-and-response song • Sing the syncopated rhythms in Latin dance • Play a one-note part • Listen to a range of Cuban pieces 	Mangrove Twilight - glockenspiels <ul style="list-style-type: none"> • Learn a range of tuned percussion techniques • Clap and play a clave rhythm • Learn to play two parts • Improvise in a call-and-response format 	Just three notes <ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes • Compose music, structuring short ideas into a bigger piece • Notate, read, follow and create a 'score' • Recognise and copy rhythms and pitches
Year 4	This little light of mine <ul style="list-style-type: none"> • Improvise using notes of the pentatonic scale • Sing in a Gospel style with expression and dynamics • Listen and move in time to songs in a Gospel style 	Ukeleles <ul style="list-style-type: none"> • Play a part on a ukulele as part of a whole-class performance • Improvise phrases • Listen and copy back phrases • Compose phrases Pink Panther/Composing with colour	The doot doot song - percussion <ul style="list-style-type: none"> • 'Doodle' with voices over the chords • Sing swung rhythms lightly and accurately • Learn a part on tuned percussion and play as part of a whole-class performance. 	Fanfare for the common man <ul style="list-style-type: none"> • Improvise and compose, exploring timbre, dynamics, and texture <p style="text-align: center;">Spain</p> <ul style="list-style-type: none"> • Invent a melody • Fit two patterns together • Structure musical ideas into compositions 	Ripples- glockenspiels <ul style="list-style-type: none"> • Explore creating timbre effects on tuned percussion instruments. • Learn a range of tuned percussion techniques • Create their own composition inspired by water 	Favourite song <ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music • Understand triads and play C, F, G major, and A minor • Sing a part in a partner song, rhythmically and from memory
Year 5	Ukuleles <ul style="list-style-type: none"> • Play a part on a ukulele as part of a whole-class performance • Improvise phrases • Listen and copy back phrases • Compose phrases 	What shall we do with the drunken sailor <ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty • Sing a sea shanty expressively 	Building a groove <ul style="list-style-type: none"> • Show understanding of how to create a memorable and catchy groove • Identify drum patterns, basslines, and riffs and play them using body percussion and voices 	Introduction to song writing <ul style="list-style-type: none"> • Play around with pitch and rhythm to create a strong hook 	Rosewood gratitude <ul style="list-style-type: none"> • Develop understanding of music written for the balafon • Recognise patterns from Rosewood gratitude 	Composing in ternary form <ul style="list-style-type: none"> • Understand and recognise ternary form • Creating a piece in ternary form using a pentatonic scale

		<ul style="list-style-type: none"> • Play bass notes, chords, or rhythms to accompany singing • Sing in unison while playing an instrumental beat 		<ul style="list-style-type: none"> • Create fragments of songs that can develop into fully fledged songs • Develop a greater understanding of the songwriting process 	<ul style="list-style-type: none"> • Play three patterns fluently and by ear • Create their own arrangement 	<ul style="list-style-type: none"> • Notate ideas to form a simple score to play from
Year 6	<p>Ukuleles</p> <ul style="list-style-type: none"> • Play a part on a ukulele as part of a whole-class performance • Improvise phrases • Listen and copy back phrases • Compose phrases 	<p>Hey Mr Miller</p> <ul style="list-style-type: none"> • Compose a syncopated melody • Sing and play a class arrangement of the song with a good sense of ensemble • Listen to historical recordings of big band swing 	<p>You to me are everything</p> <ul style="list-style-type: none"> • Discuss similarities and differences in pieces of music • Learn some simple choreography • Listen and appraise, recognising and identifying key musical features 	<p>Exploring identity through song</p> <ul style="list-style-type: none"> • Understand the concept of identity • Identify ways songwriters convey meaning 	<p>Percussion - Calypso solèy levé</p> <ul style="list-style-type: none"> • Improvise melodic phrases • Hold beaters and instruments correctly, achieving a good tone from the instruments • Play the calypso clave rhythm on a hand drum using both hands 	<p>Nobody Knows</p> <ul style="list-style-type: none"> • Compose a short song on the theme of leavers • Create an arrangement of a song considering the texture and structure • Perform expressively as part of group and make a recording of their song