

*This is the day that the Lord has made, let us rejoice and be glad in it. Psalm 118*



## How do we Grow Finchampstead Musicians?

Cycle A (Autumn Even Year)

### Autumn Even

### Spring Odd

### Summer Odd

**Rosefinch Y1**

**Bullfinch Y1/2**

#### Time To Play

- Develop ensemble skills through singing a range of songs and musical passing games
- Recognise pulse and how rhythm is different
- Investigate different ways to play rhythms including timbre and dynamics
- Compose rhythmic pattern (introduce 4 beat pattern) to accompany a song / piece of music.
- Perform composition / songs

#### Listening - Historical

- British and French National Anthem
- Unsquare Dance – Dave Brubeck
- The beautiful Danube Strauss
- Waltz No2 Jazz
- Suite No 2 Shostakovich
- Symphony No 4 Bruckner

#### Listening - Culture

- All you need is love – Beatles
- Stomp
- Beardyman's Kitchen Diaries
- We are family Sister Sledge

#### Musical Moods and Pictures

- Understand how songs and music can communicate different emotions.
- Investigate different ways to express mood of a song adding facial expressions and changing the voice.
- In groups compose and improvise music on the theme of Exploring.
- Explore instrumental and vocal timbres, selecting sounds to match a mood and character or theme.
- Learn to follow and give simple musical instructions
- Use songs to inspire a simple soundscape.
- Listen to music and represent sounds using simple graphic notation symbols.

#### Listening - Historical

- Air on a G string from Orchestral Suite No 3 JS Bach
- Maple Leaf Rag Scott Joplin
- Triumphal March from Aida by Verdi
- Jupiter and Mars from the Planets Holst
- Ein Kleine Nachtmusik Mozart
- 4 33 by John Cage
- Spring 4 Seasons
- Easter Song Glad
- Storm prelude by Britten
- Morning Mood Peer Gynt Greig

#### Patterns with Pitch

- Identify and describe pitch and timbre of instruments.
- Play simple listening games, using movement to describe the direction of pitch.
- Sing songs, developing pitch matching skills and perform them with actions and movement.
- Use voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation.
- Learn to play simple melodies using tuned percussion.
- Perform songs and compositions to the class / learning event or another class.

#### Listening - Historical

- Chinese Dance from Nutcracker Tchaikovsky
- The Girl With Flaxen Hair - Debussy

#### Listening Culture

- The Waltzing Cat Leroy Anderson
- Amazing Grace
- Doe Re Me – Sound of Music Rogers and Hammerstein
- The power of the Pentatonic Scale Bobby Mc Ferrin
- Traditional Sea Shanties
- Guangling Melody Chinese Traditional.

**Rosefinch Y1**

**Bullfinch Y1/2**

**Autumn Odd**

**Move to the Beat**

- Recognise pulse, matching movements to music. Explore how rhythm is different.
- Explore untuned percussion instruments introducing the inter related dimensions of music.
- Perform, simple instrumental accompaniments to familiar songs. 4 beat patterns included.
- Compose and create simple choreography and learn about dance traditions.
- South African Gumboot Dancing and North Indian Kathak Dance.

**Listening – Historical**

- Radetsky March Strauss
- Colnel Hathi’s March R and R Sherman – Jungle Book
- Mattachins Capriol Suite by Warlock
- Rondo Alla Turca by Mozart
- La Rejouissance from Music for the Royal Fireworks by Handel
- Clock Symphony Haydn

**Listening - Cultural**

- Gumboot Dancing - South African
- Kathak Dance – North Indian

**Spring Even**

**Exploring Sounds**

- Explore how sounds can be produced in different ways using voices and instruments.
- Sing simple songs, adding facial expressions, actions and inter related dimensions to enhance the performance.
- Recognise how composers using dynamics, tempo and timbre reflect a character or theme.
- Use song lyrics as a stimulus for compositions
- Compose short sound sequences to tell a story and perform them to each other.
- Follow musical instructions and invent notation to represent sound sequences

**Listening – Historical**

- Carnival of the Animals Saint Saint – Swan
- Flight of the Bumble Bee – Rimsky Korsakov
- Waltz of the Flowers from the Nutcracker by Tchaikovsky
- Mars from the Planets Holst.
- The first Cuckoo in Spring Eveny Delius.

**Listening - Cultural**

- Musical theatre Characters – Oliver Lionel Bart
- Rum Tum Tugger from Cats Andrew Lloyd Webber

**Summer Even**

**High or Low**

- Identify and describe pitch
- Explore sounds created by a variety of instruments and voice, describing pitch and timbre
- Identify and copy pitch patterns
- Compose simple sound effects to accompany sections of a story
- Compose pitch patterns and start using simple graphic notation score
- Perform songs and composition.

**Listening – Historical**

- Carnival of the Animals elephant and with long ears, The Cuckoo. By Saint Saens
- Dance of the sugar plum fairy – Tchaikovsky
- Organ concerto in F Major by Handel
- Rhapsody in Blue by George Gershwin

**Listening Cultural**

- Mishra Bhairavi Thumri – Indian Classical

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**Chaffinch Y3/4**

## How do we Grow Finchampstead Musicians?

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#### Playing with Rhythm – Playing together and Rhythmic Structures

- Develop ensemble skills learning to perform together rhythmically.
- Follow and lead musical instructions.
- Develop their knowledge of rhythmic notations
- Play from a range of rhythmic notations performing as a class and in small groups.
- Sing a range of songs, rounds and parts introducing how music can be built by combining layers (ostinato)
- Compose in a rhythmic framework e.g. to fit a melody, creating rhythm grids or exploring rhythmic motifs.
- Apply the above to Recorder as the range of notes are extended and rhythms.

#### Listening - Historical

- Symphony No6 Tchaikovsky
- Waltz No 2 Jazz Suite Shostakovich
- Masquerade Suite Khachaturian
- Lyric for strings - George Walker
- Magalenha by Sergio Santos Mendes
- Carol Symphony Hely Hutchinson
- Little Fugue in G minor by JS Bach
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#### Listening Culture

- Jambo Ella Jenkins – Call and response
- Beatbox Ventriloquism by Beardyman

#### Musical Contrasts

- Explore instrumental timbres, learning how instruments can be grouped and classified in different ways.
- Listen to music e.g. Young Persons Guide to the Orchestra by Benjamin Britten and identify orchestra families.
- Identify changes in tonality – major and minor chords through listening games
- Follow and lead performance directions, controlling voices and instruments including recorders.
- Learn how to create musical contrast by varying pitch, tempo, articulation and dynamics.
- Compose music in a given structure such as AB or Rondo form by exploring motifs.

#### Listening - Historical

- Young persons Guide to the Orchestra – Britten
- Vltava Smetana
- Toccata and Fugue in D minor JS Bach
- Eine Kleine Nachtmusik Mozart
- Hallelujah chorus Handel
- Kangeroos Carnival of the Animals Saint Saens
- Heil Konig Heinrich Wagner
- Fur Elise Beethoven

#### Listening Culture

- Kocka Ieze dirou Traditional
- Beetles Eleanor Rigby / Ob la Di Ob La Da
- Pop Blowin in the Wind Bob Dylan

#### Melody Builders – Exploring Melodies and Song Structures.

- Learn to describe and internalise pitch and use their thinking voice.
- Develop improvisation skills, creating melodies using a small note range on recorders and percussion.
- Compose melodies for recorder and tuned percussion and record using graphic and letter notation.
- Explore and recognise the structure of songs and music.
- Compose lyrics and create simple musical arrangements.
- Plan a class performance.

#### Listening - Historical

- Fanfare for Common Man Copeland
- In C Terry Riley
- Pappeno Magic Flute Mozart
- Rite of Spring Stravinsky
- O Waly Waly Britten Eva Cassidy and Rutter

#### Listening Culture

- Indian – Alap In Raag Desh
- Lights Out bugle Call
- Israeli – Folk Dance Hora Medura
- Japanese – Zousan
- Folk Auld Lang Syne Robert Burns / 12 days of Christmas Bushes of Briars
- O Waly Waly Britten Eva Cassidy and Rutter

## Chaffinch Y3/4

### Autumn Odd

#### Hear it Play it! Exploring rhythmic and melodic patterns

- Explore rhythmic patterns
- Identify and play rhythms using body percussion, instruments and other sound makers.
- Perform call and response songs
- Develop ensemble skills, performing simple rhythmic ostinato to accompany poem or song.
- Sing songs influenced by different musical styles.
- Compose simple rhythmic patterns and represent them using graphic notation.
- Play simple melodic patterns on the recorder
- Learn the notes G,A,B,C and start recognising them by ear and on musical notation.
- Perform Recorder piece to audience e.g. class / learning event / others

#### Listening - Historical

- Blue Danube – Strauss 11
- Hallelujah Chorus from the Messiah by Handel

#### Listening Culture

- The percussion Show
- Balinese Gamelan
- Everybody Dance by Chic
- Shosholoza – African Music
- Shake rattle and roll / Rock around the clock Bill Haley and the Comets
- Hound Dog Eric Clapton
- Improvisation Bobby Mc Ferrin

### Spring Even

#### Painting Pictures with Sound

- Learn to identify and describe the dimensions that make up music using technical musical vocabulary.
- Perform instrumental accompaniments selecting suitable timbres to suit the style of the song.
- Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere.
- Compose music inspired by stories or settings.
- Create and organise music with layers of texture and represent using graphic notations
- Compose tunes on the recorder using the notes learnt that has been inspired by stories / poems / lyrics.

#### Listening - Historical

- Symphony No 5 1<sup>st</sup> movement and Moonlight Sonata by Beethoven
- Winter 4 seasons by Vivaldi
- Short Ride in a Fast Machine John Adams
- Sabre Dance Khachaturian
- Pizzicato Polka – Strauss II
- Hungarian Dances Brahms
- The Hebrides Overture Fingals Cave Mendelssohn
- The Cat Duet Rossini
- Three Million Light Years John Williams

### Summer Even

#### Sing, Play, Notate!

- Learn to identify / describe and play on the recorder, the direction of pitch and simple melodies.
- Use voices creatively, creating simple soundscapes singing independently and as part of a group.
- Learn to represent melodies from songs using dot notation and other graphic representations.
- Explore pentatonic scales, singing songs and composing or improvising simple melodies using the recorders.
- Listen and compare versions of music, understanding the elements that shaped the performance.
- Prepare music for a performance

#### Listening - Historical

- The Skaters Waltz Emile Waldteufel
- Symphony No 1 Brahms
- O Virgo Splendens Plainsong
- Barcarolle from the tales of Hoffman Offenbach
- March of the Trolls Greig
- Hallelujah Chorus Handel

#### Listening Culture

- Let's Go Fly A Kite Mary Poppins Richard and Robert Sherman
- Traditional Folksong – Skye Boat song / Acadian Lullaby
- There's No Business Like Show Business Irving Berlin.

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**Goldfinch  
Y5/6**

## How do we Grow Finchampstead Musicians?

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#### We've Got Rhythm: Rhythmic Devices and Structure

- Explore time signatures and through songs and games get a feel for 6/8 rhythms.
- Perform rhythms expressively, experimenting with vocal and strumming patterns on the ukuleles, dynamics and other dimensions in music.
- Listen to each performance, edit and improve.
- Listen to poly rhythms from around the world
- Learn to play polyrhythms and create polyrhythmic textures.
- Compose in rhythmic structures e.g. write a rap, choreograph a piece of cup music, create a 16 bar body percussion break to accompany a song. (Fiesta)
- Learn chords on Ukulele C, F, G, D perform together as a group listening to each other rhythmically and musically.
- Lead and follow skills.

#### Listening - Historical

- Sicilienne for cello and piano by Faure
- Gigue from Cello Suite No 1 – JS Bach
- Libertango by Piazzolla

#### Listening Culture

- Pop – You've got to hide your love away – Beatles.
- Sir Eglamore by Kate Rushby
- Dance – The Kesh Jig
- African Talking Drum
- Cantus Articus
- African - Djembe solos
- Salsa – La Salsa Nunca Se Acaba – S Hansen
- Planet Rock – Afrika
- Gumboot / Saman Dancing
- Traditional Romany dancing.

#### Musical Effects and Moods

- Vocal and instrumental sound creativity – develop improvisation skills.
- Learn to lead and make subtle changes to vocal timbre, dynamics, pitch, tempo and articulation to achieve a more polished performance.
- Learn about intervals through tuned percussion and Ukuleles. Scales and the concept of chromatic scales.
- Explore consonant and dissonant sounds in harmony create moods and atmosphere.
- Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer John Williams
- Learn About the key features of musical theatre, actors, musicians and audience!
- Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expressions and movement.
- Explore composition activities such as sound tracks, leitmotifs, sound effect rhythms or a musical rollercoaster ride and represent them using graphic and staff notation scores.

#### Listening - Historical

- 1812 Overture Tchaikovsky
- La Marseillaise
- Clarinet Concerto second Movement Mozart
- Villageoises Staccato – opulence
- Panic – H Berwhistle
- Jupiter from the Planets – Holst
- First Steps Hans Zimmer
- Tristan and Isolde excerpts – Wagner
- 1812 Overture Tchaikovsky

#### Listening Culture

- Film music – steamboat Wille W Disney / Spider man / Somewhere over the Rainbow / Jaws theme.
- Show Music – Another op nin another Show / Major Generals Song / I Got Rhythm / Jacob and Sons / Consider Yourself / If I only had a Brain.
- Medley from Les Miserables
- Star Wars Theme

#### Celebrating Songs and Music

- Develop knowledge of song ingredients.
- Learn how composers use the dimensions in music to communicate the message of the song as well as identifying structural features such as verse, chorus and bridge.
- Identify melodic patterns and sequences in songs playing them by ear on melodic instruments.
- Identify and use in own compositions range of musical vocabulary and symbols from National Plan for Music
- Compose and notate simple melodies.
- Play as an ensemble and play chords on ukuleles to show chord progression and accompaniment.
- Listen to a range of music from Protest songs to Royal Fanfares and understand how composers get their inspiration from specific events and situations around the world
- Compose music for a specific occasion e.g. song with ukulele chords / fanfare using percussion / leavers song/ school celebration.

#### Listening - Historical

- Flight of the Bumblebee – Rimsky -Korsakov
- Carillon de Westminster L Vierne
- La Cathedrale Engloutie – Debussy
- Zadok The Priest – Handel
- Royal Entrance Fanfare – R Dunn
- The Big Turtle Fanfare from South China Sea and Vorspiel.
- Fanfare for Common Man - Copeland

#### Listening Culture

- Hey Jude / With a little help From my Friends / What have they done to The Rain / Big Yellow Taxi /
- Hound Dog – Elvis Presley
- Respect – Aretha Franklin
- You Don't Have To Say You Love Me Dusty Springfield
- God Save The King
- Woke Up This Morning BB King
- Indian – Gamelan Music

# Goldfinch Y5/6

## Autumn Odd

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- Music and Words**
- Explore songs and musical activities to develop understanding of the inter related dimensions of music and musical vocabulary.
- Explore creative listening activities, learning to represent expressive features in music in a graphic score.
- Improvise rhythmic and melodic patterns using notate and ukuleles, to a four beat pulse and perform with a sense of style.
- Learn how improvisations has been used throughout musical history.
- Learn about musical styles such as Jazz and influential musicians such as Louis Armstrong.
- Create music inspired by words and poetry, exploring techniques to establish moods and atmosphere.

### Listening - Historical

- Trumpet Concerto Haydn
- Largo from Xerxes Handel
- Moonlight piano sonata Beethoven
- Symphony No9 From the New World Dvorak
- Summer Vivaldi
- Artikulation by Ligeto Cellogram from Postal pieces by James Tenney
- English Folk Song Suite Vaughan Williams.
- The Hut on Fowls Legs from Pictures At An Exhibition by Mussorgsky

### Listening Culture

- Postcard Pieces
- I'd Do Anything Lionel Bart
- Spontaneous inventions by Bobby McFerrin
- Jazz - Heebi Jeebies / Indian Louis Armstrong
- How High The Moon / Take the A Train / One Note Samba performed by Ella Fitzgerald
- Piece Peace Bill Evans

## Spring Even

### Exploring Rhythmic Layers

- Develop understanding of rhythm and rhythmic notation as laid out in the National plan for music.
- Explore time signatures, learning to feel the difference between three and four beats in a bar.
- Listen to a range of music exploring Folk Traditions such as Morris and Basque Dance.
- Learn to play rhythms expressively, selecting suitable timbre and dynamics.
- Develop ensemble skills through playing the ukuleles.
- Learn how composers create interesting textures by combining layers of musical sound.
- Perform songs and accompany them with polyrhythmic textures and ukuleles.
- Develop different strumming patterns on the ukulele to fix the style of song and create the appropriate atmosphere and texture.
- Represent multi-layered textures using informal notation such as rhythm grids.

### Listening - Historical

- Dances for Broken Consort by Morley
- Jenny Lind Polka
- Minute Boccherini
- Piano Concert No2 Rachmaninoff
- Clapping Music Steve Reich
- Bolero Ravel
- Horn Concerto No4 Mozart
- Water Music Suite No 3 Handel

### Listening Culture

- Al Citron
- Dance – Basque stick dance / Victorian Morris Dance / Galliard
- National Anthems Welsh / Polish / Japan
- Film Music – Hedwigs theme John Williams
- Smoke on the water Deep Purple
- Flash Mob – Grease / Lean on Me / Bolero
- Pink Panther Theme – Henry Mancini

## Summer Even

### Song Ingredients – Exploring Melody, Harmony and Lyrics

- Learn about key ingredients in songs: rhythm, melody, harmony and lyrics.
- Learn rounds, 2- and 4-part songs.
- Identify how layers of melody can be combined to create a polyphonic texture. Identify these features in music from past and present.
- Develop understanding of intervals, scales and chords.
- Learn to notate pitches using staff and letter notation.
- Play together as an ensemble using chords, drones or basslines.
- Learn how songs can reflect the time and place in which they were written and may be sung to mark a social or cultural occasion.
- Compose a jingle / write a section of song or write a fanfare linked to topic.

### Listening - Historical

- Canon in D – Pachelbel
- Rodeo – Copeland
- 5<sup>th</sup> Symphony Beethoven
- Nocturne No2 Chopin
- The Old Castle from Pictures At An Exhibition by Mussorgsky

### Listening Culture

- Traditional Songs – 3 Blind Mice / Three country Dances in one / Scarborough Fair
- Musical Theatre – One more Day Alain Boublil and Claude Michel Schonberg
- French Traditional - Frere Jacques
- Star Wars Theme John Williams
- Smile – Charlie Chaplin
- Turn Turn Turn – The Byrds
- Wuthering Heights – Kate Bush
- Im still Standing / Your Song Elton John
- The Gnu Song – M Flanders , D Swann
- Olympic Hymn / The lighting of the torch and closing by Philip Glass.