



**MACAULAY CE SCHOOL
MUSIC OVERVIEW**

	AUTUMN	SPRING	SUMMER
Year 1	<p>Unit 1: <i>Hey You!</i> Style: Old-School Hip Hop Topic and cross-curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p>Unit 2: <i>Rhythm In The Way We Walk and Banana Rap</i> Style: Reggae, Hip Hop Topic and cross-curricular links: Action songs that link to the foundations of music</p>	<p>Unit 3: <i>In The Groove</i> Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Topic and cross-curricular links: Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p> <p>Unit 4: <i>Round And Round</i> Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Topic and cross-curricular links: Latin American style of music. Countries from around the world. Film music. Historical context of musical styles</p>	<p>Unit: <i>Your Imagination</i> Style: Pop</p> <p>Unit: <i>Reflect, Rewind and Replay</i> Style: Western Classical Music and your choice from Year 1 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
Year 2	<p>Unit 1: <i>Hands, Feet, Heart</i> Style: South African styles Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes BHM. Historical context of musical styles.</p> <p>Unit: <i>Ho Ho Ho</i> Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p>	<p>Unit: <i>I Wanna Play In A Band</i> Style: Rock Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p>Unit: <i>Zootime</i> Style: Reggae Topic and cross-curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Unit 1: <i>Friendship Song</i></p> <p>Unit 2: <i>Reflect, Rewind and Replay</i> Style: Western Classical Music and your choice from Year 2 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

	<p>Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>		
Year 3	<p>Unit 1: <i>Let Your Spirit Fly</i> Style: R&B, Western Classical, Musicals, Motown, Soul Topic and cross-curricular links: Historical context of musical styles.</p> <p>Unit 2: <i>Glockenspiel Stage 1</i> Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p>	<p>Unit 3: <i>Three Little Birds</i> Style: Reggae Topic and cross-curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p> <p>Unit 4: <i>The Dragon Song</i> Style: A little bit funky and music from around the world. Topic and cross-curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p>Unit 5: <i>Bringing Us Together</i> Style: Disco Topic and cross-curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> <p>Unit 6: <i>Reflect, Rewind and Replay</i> Style: Western Classical Music and your choice from Year 3 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
Year 4	<p>Unit 1: <i>Mamma Mia</i> Style: ABBA Topic and cross-curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>Unit 2: <i>Glockenspiel Stage 2</i> Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p>	<p>Unit 3: <i>Stop!</i> Style: Classical, Bhangra, Tango, Latin Fusion Topic and cross-curricular links: Composition, Bullying.</p> <p>Unit 4: <i>Lean On Me</i> Style: Gospel Topic and cross-curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p>Unit 5: <i>Blackbird</i></p> <p>Unit 6: <i>Reflect, Rewind and Replay</i> Style: Western Classical Music and your choice from Year 4 Topic and cross-curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

<p>Year 5</p>	<p>Unit 1: <i>Livin' On A Prayer</i> Style: Rock Topic and cross-curricular links: How Rock music developed from the Beatles onwards. Analysing performance.</p> <p>Unit 2: <i>Fresh Prince Of Bel-Air</i> Style: Hip Hop Topic and cross-curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p>Unit 3: <i>Make You Feel My Love</i> Style: Pop Ballads Topic and cross-curricular links: Historical context for ballads.</p> <p>Unit 4: <i>Classroom Jazz 1</i> Style: Jazz Topic and cross-curricular links: History of music - Jazz in its historical context.</p>	<p>Unit 5: <i>Dancing In The Street</i> Style: Motown Topic and cross-curricular links: The history of Motown and its importance in the development of Popular music. Civil rights.</p> <p>Unit 6: <i>Reflect, Rewind and Replay</i> Style: Western Classical music and your choice from Year 5 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<p>Year 6</p>	<p>Unit 1: <i>Happy</i> Style: Pop/Motown Topic and cross-curricular links: What makes us happy? Video/project with musical examples.</p> <p>Unit 2: <i>Classroom Jazz 2</i> Style: Jazz, Latin, Blues Topic and cross-curricular links: History of music - Jazz in its historical context.</p>	<p>Unit 3: <i>Benjamin Britten - A New Year Carol</i> Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross-curricular links: Literacy and history, www.fridayafternoonmusic.co.uk. The historical context of Gospel music and Bhangra.</p> <p>Unit 4: <i>You've Got A Friend</i> Style: The Music of Carole King Topic and cross-curricular links: Her importance as a female composer in the world of popular music.</p>	<p>Unit 5: <i>Music and Me</i> Style: Contemporary, music and identity Topic and cross-curricular links: Celebrating the role of women in the music industry.</p> <p>Unit 6: <i>Reflect, Rewind and Replay</i> Style: Western Classical Music and your choice from Year 6 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

All activities are based around a song.

- a. Games embed the Interrelated Dimensions of Music through repetition
- b. Singing is at the heart of all the musical learning
- c. Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- d. Improvising with the song using voices and instruments occurs in some Units of Work. Composing with the song using instruments occurs in some Units of Work