

<b>The Vineyard Music Curriculum Overview - Years Reception to 6</b>			
	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>EYFS</u></b>	Learn to recognise the difference between voices - speaking, whispering, singing, thinking; following hand signals for play and stop; recognise changes in tempi - fast and slow through dance and movement and rhymes; exploring dynamics - loud and quiet - through dance and movement and using voices and instruments; exploring smooth and short sounds through movement, singing and instruments; experiment with different voices and high and low sounds.		
<b><u>Year 1</u></b>	<p><b><u>Menu Song</u></b></p> <p>This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress</p>	<p><b><u>Musical Conversations</u></b></p> <p>Music is full of conversations between instruments (and/or voices). Ideas are often passed back and forth, copied, and developed. This unit describes how to create musical conversations with our children. Pupils will invent and compose short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.</p>	<p><b><u>Come Dance With Me</u></b></p> <p>This lively warm-up song works well with movement and provides a good springboard into composing new lyrics and actions. The call-and-response nature of the song translates well into instrumental work, with pupils creating their own percussive responses and playing simple rhythm patterns on tuned instruments.</p>
<b><u>Year 2</u></b>	<p><b><u>Tony Chestnut // Carnival of The Animals</u></b></p> <p>A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p>	<p><b><u>Grandma Rap</u></b></p> <p>This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns, which they will loop creating an accompaniment to perform the rap to. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress.</p>	<p><b><u>Composing Music Using Birdsong</u></b></p> <p>Many composers have been inspired by birds – their movement, their song and of course, their flight. In this unit, children will begin by watching and listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p>
<b><u>Year 3</u></b>	<p><b><u>I've Been To Harlem // Carol Concert</u></b></p> <p>A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p>	<p><b><u>Latin Dance</u></b></p> <p>In the unit Latin dance, pupils will explore salsa rhythms by learning to dance salsa, play a clave rhythm, sing the song, and play a percussion part. They will also compose rhythm patterns to incorporate into their whole-class performance. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 in order to collect evidence of pupils' progress.</p>	<p><b><u>Just Three Notes</u></b></p> <p>With just three pitches (C-D-E) and four rhythmic durations, the combinations are almost endless! This unit shows how to make simple yet effective music using just a handful of elements, how to read and understand notation to capture compositions, and how to structure ideas. The resulting music will sound a little like a 20th-century American musical movement called minimalism.</p>

<p><b><u>Year 4</u></b></p>	<p><b><u>This Little Light of Mine // Carol Concert</u></b></p> <p>This little light of mine is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the credit for it. Some believe the lyrics are taken from one of Jesus’s speeches to his followers in the Bible. The song has links with the civil rights movement in the United States and became an anthem in the 1950s and 1960s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers. This unit also contains the first of three progression snapshots that will be returned to and developed in Term 3 in order to collect evidence of pupils’ progress</p>	<p><b><u>Tideo</u></b></p> <p>In the unit content of "Tideo," students will engage in activities designed to enhance their musical skills and understanding. They will learn to sing and move to a steady beat, fostering a sense of rhythm and timing. The unit will introduce the theory of the pentatonic scale, providing students with a foundational understanding of this five-note musical scale. With this knowledge, students will apply their learning by creating their own composition piece, integrating the elements of steady beat and pentatonic theory to produce original musical works.</p>	<p><b><u>The Doot Doot Song - Ukulele Project</u></b></p> <p>The doot doot song is part of a series of songs composed for the purposes of learning ukulele with primary-aged pupils. Beginning with just two notes – the notes C and A – pupils can get playing quickly. The doot doot song is based on a verse/middle 8/chorus structure using C major, A minor, and F major chords, and has a relaxed swing feel, reminiscent of Jack Johnson. During the unit, pupils develop their playing techniques, compare and contrast acoustic guitar music in different styles, and improvise melodies on voice and ukulele.</p>
<p><b><u>Year 5</u></b></p>	<p><b><u>What Shall We Do With A Drunken Sailor // Christmas Carol Concert</u></b></p> <p>What shall we do with the drunken sailor? is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils’ progress.</p>	<p><b><u>Songwriting</u></b></p> <p>In the songwriting unit, students will deepen their understanding of creating, editing, and structuring song lyrics through the study of existing case studies. They will learn to build chords and create chord sequences, forming the harmonic foundation of their songs. Additionally, students will develop skills in crafting melodies that complement their lyrics and chord progressions. The unit will culminate in performances where students showcase their original songs with accuracy and confidence, demonstrating their comprehensive songwriting abilities.</p>	<p><b><u>African Djembe Drumming Project</u></b></p> <p>In this unit, students will explore the rich musical traditions of West Africa. They will learn about the cultural significance of drumming in West African communities, focusing on the role of the djembe in traditional music and ceremonies. This unit will culminate in a performance that highlights the students' progress and understanding of West African drumming traditions, showcasing their compositions and collaborative efforts</p>
<p><b><u>Year 6</u></b></p>	<p><b><u>Finish This...// Christmas Carol Concert</u></b></p> <p>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</p>	<p><b><u>Everyday People</u></b></p> <p>In the unit focused on "Everyday People" by Sly &amp; The Family Stone, students will engage in a whole class band performance, selecting their own instruments and learning individual parts to create a cohesive rendition of the piece. They will delve into playing syncopated rhythms, enhancing their rhythmic skills and understanding of groove. Additionally, students will explore improvisation techniques using the G major pentatonic scale on their chosen instruments, fostering creativity and individual expression within the group performance. This unit aims to develop both ensemble playing and solo improvisation skills.</p>	<p><b><u>Hey Mr Miller</u></b></p> <p>Hey, Mr Miller is an extremely popular song with three layers in a jazz/swing style. The title and song lyrics refer to the well-known American musician Alton Glenn Miller and his swing band. As well as opportunities to discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America, the activities in this unit will allow children to explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance. This unit also contains the first of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils’ progress.</p>