

Overview of Music's Cool for Krishna Avanti Primary School

Overview for Schools with <i>Music'sCool</i> TM EYFS – Yr.6			
	Autumn	Spring	Summer
R	Beat competency Listening and discrimination skills Singing/vocal development Coordination - movement/dancing Instrument playing – eggs, sticks, drums, chime bars Nurturing enjoyment, confidence, creativity and social and emotional development		
1	Musicianship 1	Musicianship 2	Musicianship 3
	Singing voice development with focus on accurate pitching. Beat competency – gross motor movement, dancing, playing simple percussion Rhythm skills – beat/rhythm Rhythm patterns – ta, titi Solfa – SM	Coordination – dancing and singing games with movement Rhythm skills development – rhythm patterns and word rhythms Rhythm patterns – ta, titi, shh Solfa – SML Handling percussion instruments	More complex singing games with wider vocal range Playing rhythm patterns on percussion Rhythm patterns – ta, titi, shh, taa, tikatika(aural) From notation - ta, titi, shh, Solfa – SMLD
2	Focus: Pitch and Rhythm through singing	Recorder Introduction	Recorder Development
	Songs which will be played on recorder next term. Development of aural awareness and musical literacy using Solfa. Use of tuned percussion to increase knowledge and understanding of pitch.	Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation. Creating rhythm patterns for the class to echo. Singing development – songs which include recorders, singing recorder pieces.	Recorder skills – tonguing, minimum notes BAG or CAD Reading notation Improvising using known notes Continuing singing development

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Overview for Schools with <i>Music'sCool</i> TM in EYFS – Yr.6			
	Autumn	Spring	Summer
3	Recorder/Singing/Moving	Recorder/Singing/Body Percussion1	Ensemble Development
	Singing development/aural awareness Singing games and rounds Recorder skills – tonguing, minimum notes BAG CD Mixture of rote learning, staff notation and playing from memory	Singing development – rounds and singing games Teacher led body percussion – coordination development Recorder continuation	Playing and singing in parts (rec/sing/body perc/classroom perc if available) Recorder skills - minimum notes BAG CD low E
4	Recorder Skills/Singing/Tambo Bamboo	Body Percussion2 - group composition.	Ukulele Introduction
	Singing development – more complex rounds Recorder skills- minimum notes BAG CD ED Introduce Tamboo Bamboo after half term	TAMBOO BAMBOO instead of body percussion (as they missed this last term) Small group compositions with awareness of form and structure. Recorder skills – BAG (high CD low ED for high achievers)	Pluck open strings – read from stave Strum open string and chord of C (minimum) Recorder pieces and songs with Uke ostinato
5	Ukulele Skill Development/Recorders	Melodic Composition - Recorders/Ukulele	African Drumming
	Uke skills – Pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7 Recorders - Recorder skills- minimum notes BAG CD ED	Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure	Layering rhythms Improvising Singing and playing simultaneously Inclusion of recorder and ukulele
6	Beatbox+Rap / Ukulele and recorder skills	Samba/singing	Class performance project
	Recap instrumental skills on recorder and ukulele Beatbox – skills, composing a groove, grid notation Rap - group composition (based on class topic?) Form and structure Rhythmic improvisation	Layering more complex syncopated rhythms Echo and call and response breaks Signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion)	Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.