

## Overview for Schools with *Music'sCool™* EYFS – Yr.6

	Autumn	Spring	Summer
<b>N</b>	Beat competency Listening and discrimination skills Singing/vocal development Coordination - movement/dancing Instrumental skills – eggs, sticks, drums, chime bars Nurturing enjoyment, confidence, creativity and social and emotional development		
<b>R</b>	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		
<b>1</b>	<b>Musicianship 1</b>	<b>Musicianship 2</b>	<b>Musicianship 3</b>
	Singing voice development with focus on accurate pitching. Beat competency – gross motor movement, dancing, playing simple percussion Rhythm skills – beat/rhythm Rhythm patterns – ta, iti 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 From notation - ta, titi, shh, Solfa -SMLD
<b>2</b>	<b>Musicianship 1</b>	<b>Musicianship 2/Recorder Introduction</b>	<b>Recorder Development</b>
	Development of aural awareness and musical literacy using Solfa SML. Use of tuned percussion to increase knowledge and understanding of pitch. Body Percussion	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. Solfa development SMLD	Recorder skills – tonguing, minimum notes BAG or CAD Reading notation Improvising using known notes Continuing singing development

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<b>3</b>	<b>Singing/Moving</b>	<b>Recorder Introduction/Singing / Body Percussion1</b>	<b>Ensemble Development</b>
	Singing development/aural awareness of solfa Singing games and rounds Creativity	Singing development–rounds + games Teacher led body percussion – coordination development Recorder skills – tonguing, minimum notes BA or CA and G. Reading from staff notation.	Recorder skills – tonguing, minimum notes BAGCE Mixture of rote learning, staff notation and playing from memory Playing and singing in parts (rec/sing/body perc/classroom perc)
<b>4</b>	<b>Recorder Introduction/Singing/Tamboor Bamboo</b>	<b>Body Percussion2 - group composition.</b>	<b>Ukulele Introduction</b>
	Singing development /aural awareness of solfa Recorder skills – tonguing, minimum notes BA or CA and G Reading from staff notation. Introduce Tamboor Bamboo after half term	More complex body percussion patterns Small group compositions with awareness of form and structure Recorder skills – tonguing, minimum notes BAGCE. Mixture of rote learning, staff notation and playing from memory	Pluck open strings – read from stave Strum open string and chord of C (minimum) Recorder pieces and songs with Ukulele ostinato
<b>5</b>	<b>Recorder Introduction / Singing/Body Percussion</b>	<b>Recorders/Ukulele Introduction</b>	<b>African Drumming</b>
	Singing development /aural awareness of solfa Recorder skills – tonguing, minimum notes BA or CA and G. Reading from staff notation. Playing and singing in parts (rec/sing/body perc/classroom perc if available)	Recorder skills – tonguing, minimum notes BAGCE. Mixture of rote learning, staff notation and playing from memory Pluck open strings – read from stave Strum open string and chord of C (minimum) Small group compositions using recorders/ukulele/sing/body perc/class perc	Layering rhythms Improvising Singing and playing simultaneously Inclusion of recorder and ukulele
<b>6</b>	<b>Ukulele Introduction/ Beatbox+Rap</b>	<b>Samba</b>	<b>Class performance project/Singing</b>
	Pluck open strings. Strum chord of C /Am. Beatbox – skills, composing a groove, grid notation Rap - group composition (based on class topic) Rhythmic improvisation	Layering more complex syncopated rhythms Echo and call and response breaks Following signals – visual and aural Brazilian song (incorporating instruments, ukuleles, percussion)	Bringing together everything! Using ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.

**Incorporating Instruments** – where children learn additional instruments outside the classroom, these will be incorporated into classwork as much as possible where appropriate. The *Music'sCool™* tutor will ensure that these children also have the opportunity to develop basic skills on recorder and ukulele.