



Curriculum Overview

The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Years 3 & 4 Areas of Study	<u>Listening and Appraising</u>		<u>Performing and Sharing</u>		<u>Composing and Creating</u>	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Year 3</u>	Raise the Roof (singing festival): <ul style="list-style-type: none"> • Control singing and breathing • Pitch control • Dynamics • Ensemble experience • Percussion accompaniment • Performing • Appraisal 	Glockenspiels <ul style="list-style-type: none"> • Exploring and developing playing skills • Understand <ul style="list-style-type: none"> ○ note names and notation ○ pulse, beats and rhythms, • Improvisation • Composition • Appraisal 	Three little birds (Singing unit) <p>Developing singing and composition skills</p> <ul style="list-style-type: none"> • singing the song and playing instrumental parts • singing as part of an ensemble • listening and appraising • review and evaluate 	The dragon song (singing unit music from around the world): <ul style="list-style-type: none"> • Developing singing and composition skills. Bringing us together (disco music): <ul style="list-style-type: none"> • Learning the skills of singing and improvisation. 	Rainforest picture scores Celebration song (Singing unit) <ul style="list-style-type: none"> • Listening and appraising • Singing as part of an ensemble • Singing the song and playing instrumental parts • Review and evaluate 	Reflect, rewind and replay: <ul style="list-style-type: none"> • Consolidating learning and performing to an audience (with a focus on classical music).



			music across a range of historical periods, genres, styles and traditions Stone Age percussion composition		music across a range of historical periods, genres, styles and traditions	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p>Violins</p> <ul style="list-style-type: none"> Understanding the terminology of violins Holding the instrument Playing techniques Basics of traditional music notation Following a beat Playing a melody <p>Raise the Roof Inter-school music festival: <i>learn to sing classic songs and enjoy this community event.</i></p> <ul style="list-style-type: none"> Pitch control Dynamics Control singing Ensemble Breathing Percussion 	Continue with violins	<p>Glockenspiels</p> <ul style="list-style-type: none"> Reading notation Rhythms, pulse and beats. CEF Composing Improve technique Performing and sharing Improve! 	Continue with glockenspiels	<p>Mamma Mia (Singing unit)</p> <ul style="list-style-type: none"> Listening and appraising Singing the song and playing instrumental parts Performing in an ensemble Sing as an ensemble Follow instructions from a leader Make comparisons Review and evaluate music across a range of historical periods, genres, styles and traditions 	<p>Blackbird (Composition unit)</p> <ul style="list-style-type: none"> Listening and appraising Singing the song and playing instrumental parts Learn the song Improvisation techniques and development Composition Performing and sharing Improve!



	accompaniment					
	<ul style="list-style-type: none"> Performing 					
Years 5 & 6	Listening and Appraising		Performing and Sharing		Composing and Creating	
Areas of Study	<ul style="list-style-type: none"> Recognise different instruments by the sound they make Recognise major styles of music – classical, popular, world, folk Express / discuss a rational opinion based on feelings / emotions created by music Recognise broad chronology of music 		<ul style="list-style-type: none"> Sing in tune alone (solo) Follow a conductor Follow a conductor Know that how music is performed makes a difference to the listener – tempo, style etc.		<ul style="list-style-type: none"> Organise sounds into a structure for performance Create and perform own melody using pentatonic scale (C D E G A) Use basic notation to record and read music	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	BBC School Radio Heroes of Troy: <ul style="list-style-type: none"> Singing in unison & different parts Class performance Listening & appraising Composition 	Livin' on a Prayer: <ul style="list-style-type: none"> Listening and appraising Singing the song and playing instrumental parts Review and evaluate music across a range of historical periods, genres, styles and traditions Improvisation Composing simple melodies End of unit performance 	Fresh Prince of Bel Air: <ul style="list-style-type: none"> Listening and appraising Singing the song and playing instrumental parts Review and evaluate music across a range of historical periods, genres, styles and traditions Improvisation Rapping and performing our own compositions End of unit performance 	Make you feel my love: <ul style="list-style-type: none"> Listening and appraising Singing the song and playing instrumental parts review and evaluate music across a range of historical periods, genres, styles and traditions Improvisation Composition End of unit performance 	Charanga - Creative apps <ul style="list-style-type: none"> Rhythm grids & basic notation – recording & reading music Organising sounds into a structure for performance Composing using Percussion Writer 'Dancing in the Street' <ul style="list-style-type: none"> Singing the song exploring different parts, including backing vocals BBC School Radio Viking Sagas <ul style="list-style-type: none"> consolidating our performing (singing) skills- 	BBC School's Radio Viking Sagas: Performing skills: <ul style="list-style-type: none"> Syncopation and rhythm patterns Word rhythm Building phrases Dynamic contrasting & changing tempo Voice registers Composing skills: <ul style="list-style-type: none"> 2 note patterns Arpeggios Pentatonic wave variations Tune variations Melodies



					with a particular focus on syncopation	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p><u>Storm – Benjamin Britten</u></p> <ul style="list-style-type: none"> Understand the opera genre Know how orchestration is used to create visual imagery Identify instruments Analyse mood and character Create a graphic score based on the Storm. <p><u>Short Ride in a Fast Machine</u></p> <ul style="list-style-type: none"> Explore the piece and reactions to it Compose a simple motif to loop Develop a simple motif to create a piece which uses counterpoint Understand the method and effect of phase shifting <p><u>For all pieces of music</u></p>	<p><u>Zadoc the Priest – Handel</u></p> <ul style="list-style-type: none"> Identify dynamics in context and create a new work Compose a fanfare using triads and separate melody with lyrics Share compositions and perform. <p><u>For all pieces of music</u></p> <ul style="list-style-type: none"> Individual responses to the music What style of music is it? When was it written? Use of dynamics, pitch, tempo, structure and rhythm? 	<p><u>Night on Bare Mountain – Mussorgsky</u></p> <ul style="list-style-type: none"> How is the mood created? How are specific instruments used to create certain moods? How are rests and pauses used within a piece of music? Create a short motif. Vary a motif (pitch, tempo, dynamics, rhythm, layering, counterpoint). Share and perform. <p><u>Connect It – Anna Meredith</u></p> <ul style="list-style-type: none"> Responses and impression Likes / dislikes – why? Compare and contrast with other music Explore body 	<p><u>Mars – Gustav Holst</u></p> <ul style="list-style-type: none"> Impressions, responses, likes / dislikes – why Comparisons with other music Explore repeating rhythmic patterns (ostinato rhythm using words). The effect of varying the pitch. Layer ostinatos for effect. <p><u>For all pieces of music</u></p> <ul style="list-style-type: none"> Individual responses to the music What style of music is it? When was it written? Use of dynamics, pitch, tempo, structure and rhythm? 	<p><u>Silent Movie Music – Buster Keaton</u></p> <ul style="list-style-type: none"> Explore ways to tell stories without words Explore the different timbres of instruments and how layering them can alter the effect Use music/sound effects to tell a story Perform as a group to an audience. <p><u>For all pieces of music</u></p> <ul style="list-style-type: none"> Individual responses to the music What style of music is it? When was it written? Use of dynamics, pitch, tempo, structure and rhythm? 	<p><u>Year 6 production.</u></p> <ul style="list-style-type: none"> Singing as a group to create a clear sound and articulate the words The impact of breathing on singing? Maintaining pitch; varying dynamics for effect Shaping singing to support the story and entertain the audience Perform to an audience



	<ul style="list-style-type: none">• Individual responses to the music• What style of music is it?• When was it written?• Use of dynamics, pitch, tempo, structure and rhythm?		<p>percussion.</p> <ul style="list-style-type: none">• Practise and perform compositions• Graphic scores and traditional music notation• Impact of movement on the piece• Use of layering <p><u>For all pieces of music</u></p> <ul style="list-style-type: none">• Individual responses to the music• What style of music is it?• When was it written?• Use of dynamics, pitch, tempo, structure and rhythm?			
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