

Whole School Music Overview

Intent:

Through this curriculum we intend to inspire pupils to develop a love of music and their talent as musicians. In addition we see music as a vehicle for increasing their self-confidence, creativity, memory and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination. Pupils will 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. They will 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. They will 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.

CONTENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Long- short sounds <i>Beethoven's fifth</i></p> <p>Keywords: Long and short sounds Singing, speaking voice Body percussion Pattern Soft and Loud</p>	<p>Emotions in music <i>Saint-Saens: Carnival of the animals</i></p> <p>Key words: Fast and slow beat Strong and weak beats in music. Emotions in music Harmony</p>	<p>Rain, rain, go away Sing and create echo-songs</p> <p>Key words: Beat and rhythm High, low and middle pitch Simple melodic pattern Repetition Echo</p>	<p>Rhythm patterns <i>Debussy: Gardens in the rain</i></p> <p>Key words: Basic rhythm patterns Rest Pitch directions Unison Sound</p>	<p>1970s music</p> <p>Key words: Half note, half rest, whole note, whole rest Fast or slow changes Loud and soft changes How sound is produced</p>	<p>Create and perform</p> <p>Summer musical performance</p> <p>Key words: Create and perform Musical</p>
Year 2	<p>Peter and the Wolf <i>Prokofiev</i></p> <p>Key words: Keyboard skills c-d-e Orchestra instrument families: brass, percussion, woodwind, string</p>	<p>1960s music: Beatles <i>Saint-Saens: Danse Macabre</i></p> <p>Key words: Beats are grouped 2/4, 4/4 Keyboard skills: c-d-e-f-g Introduction Verse Chorus</p>	<p>1950s music: Rock 'n roll <i>Elvis Presley</i></p> <p>Key words: Rock 'n roll Half note, half rest, whole note, whole rest Phrases Harmony as accompany</p>	<p>Water journey <i>Sean Shepherd</i></p> <p>Key words: Keyboard skills: c-d-e-f-g-a-b Tempo Adagio Moderato Allegro Presto Ostinato</p>	<p>Music from Europe</p> <p>Key words: Dynamics Piano Forte Smooth music Separated music AB-form</p>	<p>Musical story <i>Mozart Magic Flute</i></p> <p>Key words: Create and perform</p> <p>Summer Performance</p>
Year 3	<p>Graphic notation <i>Mozart: andantino – allegro</i></p> <p>Key words: Andantino Allegro Presto Round Canon Rhythm harmony</p>	<p>Orchestra <i>Purcell - Air</i> <i>Sousa- Stars and stripes</i></p> <p>Key words: Ukulele skills Instrumental timbre 2/4, 3/4, 4/4 rhythm Repeat sign</p>	<p>Greece Musical</p> <p>Key words: half note, half rest, whole note, whole rest, dotted half note, sixteenth notes/ crotchet, crotchet rest, quaver, semiquaver Keyboard skill: c-d-</p>	<p>Greece musical Performance</p> <p>Key words: Keyboard skills: c-d-e-f-g-a-b Dynamics Piano Mezzo piano Mezzo forte Forte Pentatonic patterns</p>	<p>'No place like' - Kerry Andrew</p> <p>Key words: Ritenuato Accelerando Allegro Andante Graphic score Motif Ostinato Soundscape</p>	<p>Astronauts</p> <p>Key words: Create and perform</p> <p>Summer Performance</p>

			e-f-g Legato Staccato	Treble clef Staff		
Year 4	Soundsss <i>Guido da Arezzo</i> Key words: Call and response Keyboard skills: c-d-e-f-g-a-b Round, canon Melodic pattern Harmony	Romans musical Performance <i>Baroque music</i> Key words: Baroque music Fermata Eight note, eight rest Dynamics: pp, p, mp, mf, f, ff Theme Variations Two-part songs	Reggae/ hip hop <i>Bob Marley – three little birds</i> Key words: Reggae Recorder skills Traditional notation Staff Treble clef Verse, chorus	Structure in music: ABA form <i>Mendelsohn</i> Key words: Major Minor Recorder skills Brass Woodwind Percussion Strings Crescendo Decrescendo ABA-form	Finlandia <i>Finlandia – Sibelius</i> Key words: Sharps Flats Ostinato Pitched percussion Non-pitched percussion	Pop music Key words: Create and perform Summer Performance
Year 5	World music Key words: World music Major Minor Major C-scale Harmony	Rondo <i>Beethoven</i> Key words: Ukulele skills 6/8, 5/4 meter Bars Bar lines Rondo	African drumming Key words: Syncopation Introduction Interlude Ending	Samba Key words: Samba Tempo Dynamics	American Rodeo- Hoe- Down by Copland Key words: Ukulele skills Ballet Syncopation Call and response	Summertime <i>Blues and jazz</i> Key words: Blues Jazz Summer Performance
Year 6	Music over time: Till 1900 Key words: Composers (research) Music history Compose rounds	Music over time: 1900-modern Key words: Composers Sing and song writers Chords	Create and Perform Key words: Create and perform	The nutcracker <i>Tchaikovsky</i> Key words: Waltz Rhythmic ostinatos	Music in and about the great war Key words: Research Presentation	Musical End of year 6 musical

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Links to Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	1970s music	1960s music: Beatles 1950s music: Rock'n roll	Greece Musical	Romans musical	African drumming	Music in and about the great war
Geography	Rain, rain, go away	Water journey Music from Europe		Reggae/ hip hop (H2O link) Finlandia	World music Samba American Rodeo: Hoe-Down by Copland Summertime	The nutcracker
Science		Peter and the Wolf (link healthy eating)	Astronauts	Soundsssss		
Art		Musical story				

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Music Elements

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhythm	<p>Strong and weak beats in music.</p> <p>Long and short sounds.</p> <p>Distinguish between beat and rhythm.</p> <p>Four basic rhythms graphic notation with a rest.</p> <p>Explore half note, half rest, whole note, whole rest</p>	<p>Beats may be grouped in 2s, 3s or 4s.</p> <p>2/4, 4/4 meter.</p> <p>Half note, half rest, whole note, whole rest.</p>	<p>2/4, 3/4, 4/4 meter.</p> <p>Half note, half rest, whole note, whole rest, dotted half note, sixteenth notes/ crotchet, crotchet rest, quaver, semiquaver.</p>	<p>Fermata,</p> <p>Eight note, eight rest.</p>	<p>6/8, 5/4 meter, bars and bar lines.</p> <p>Half note, half rest, whole note, whole rest, dotted half note, sixteenth notes.</p> <p>Syncopation.</p>	<p>Rhythmic ostinatos.</p>
Melody (Pitch)	<p>High, low, middle pitch;</p> <p>Simple melodic patterns with two or three pitches.</p> <p>Pitch direction: sounds move high-low or low-high. Unison.</p>	<p>Play c-d-e-f-g-a-b on keyboard.</p>	<p>Play songs with c-d-e-f-g-a-b on keyboard.</p> <p>Pentatonic patterns.</p> <p>Treble clef, staff.</p>	<p>Play songs with c-d-e-f-g-a-b keyboard.</p> <p>Traditional notation: Staff, letter names in treble clef.</p> <p>Major and minor.</p> <p>Sharps and flats.</p> <p>Play g-a-b-c on recorders</p>	<p>Major and minor.</p> <p>Major C scale.</p> <p>Key signatures.</p>	<p>Play two and three note chords using keyboards.</p>
Timbre	<p>Singing voice, speaking voice, vocal timbre.</p> <p>Body percussion.</p> <p>Classify non-pitched percussion.</p> <p>Every voice and instrument has its own distinct sound.</p> <p>How sound is produced including hit, blown, plucked and shaken.</p>	<p>Identify families of orchestral instruments.</p>	<p>Recognising instrumental timbres.</p> <p>Soundscape.</p>	<p>Identify families of orchestral instruments.</p> <p>Pitched and unpitched percussion instruments.</p>	<p>Identify world instruments.</p>	<p>Composers.</p> <p>Music history till 1900.</p> <p>Music history 1900- modern.</p>

Expression	Music may be soft or loud. The beat in music may be fast or slow. Music may express feelings. Music may be fast or slow and change to one or the other suddenly or gradually. Changes in dynamics add to the effect of music.	Tempo tells us how fast or slow the music should be played Tempo markings: adagio, moderato, allegro, presto. Dynamics p,f. Music can be smooth or separated.	Tempo markings: andantino, allegro, adagio, presto, prestissimo. Legato, staccato. Dynamics p, mp, mf, f. Rit, accel, allegro, andante.	Dynamics pp, p, mp, mf, f, ff. Dynamics may change suddenly or gradually (crescendo, decrescendo).	Recognise tempo and dynamics in own written piece.	Implement a variety of dynamics and tempi.
Form	Patterns. Repetition, echo	Introduction, verse, chorus. Music is organised into phrases. AB form (same-different)	Repeat signs. Motif, Ostinato. Graphic notation.	Call and Response. Theme and variations. A section may be repeated (verse, chorus). AB form, ABA form. Ostinato.	Rondo. Introduction, interlude, ending. Call and Response. Ballet.	Use of one or more specific musical forms. Waltz.
Harmony	Two or more sounds can occur simultaneously.	Melodies may be accompanied by harmony. Accompany simple melodies with ostinato.	Rounds and canons. Combining two or more rhythmic patterns which occur simultaneously.	Rounds and canons. Combining two or more melodic patterns which occur simultaneously in different voices. Two part songs. Partner songs.	Rounds and canons in multiple groups.	Writing rounds and canons. Chords.

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Music Skills

Play, sing and perform	Year 1	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience. Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention.
	Year 2	Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect. Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given. Understand how to control playing a musical instrument.
	Year 3	Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence.
	Year 4	Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.
	Year 5	Create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, maintain their own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects their meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).
	Year 6	Perform significant parts from memory and from notation with awareness of their own contribution. Refine and improve created work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.
Listening	Year 1	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music.
	Year 2	Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types.
	Year 3	Notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.
	Year 4	Analyse and explore the way sounds can be combined and used expressively. Comment on musicians' use of technique to create effect. Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.
	Year 5	Notice and explore the relationship between sounds. Describe how music reflects different intentions. Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.
	Year 6	Discuss and compare the use of musical devices. Analyse the relationship between sounds and how music reflects different intentions. Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.

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Music Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical instruments	Keyboards: explore low-high sounds, create echo, create music for pictures	Keyboards: Play songs with c-d-e-f-g-a-b.	Keyboards: Play songs using all notes on the keyboard. Create and play a pentatonic song. Ukulele basics	Keyboards: Start using simple traditional notation. Recorders: play songs with g-a-b-c	Keyboards: Play songs using traditional notation. Ukulele African drums	Keyboards: Create and play songs using chords.
Composers and music styles	Beethoven Saint-Saens Debussy 1970s music	Prokofiev Saint-Saens 1960: Beatles 1950: Elvis Presley Sean Shepherd Music from Europe Mozart	Mozart Purcell Sousa Kerry Andrew	Guido da Arezzo Baroque music Reggae: Bob Marley Mendelssohn Sibelius Pop music	World music Beethoven African drumming Samba Copland Blues Jazz	Music history research composers Tchaikovsky