

## Dobcroft Junior School Music Overview

	Autumn 1 <sup>st</sup> Half	Autumn 2 <sup>nd</sup> Half	Spring 1 <sup>st</sup> Half	Spring 2 <sup>nd</sup> Half	Summer 1 <sup>st</sup> Half	Summer 2 <sup>nd</sup> Half
<b>Year 3 Music Objectives</b>	<p>Composing – Mediterranean and Iron Man themes Diwali music – performance awareness Improvise, developing rhythmic &amp; melodic material when performing. - Explore, choose, combine &amp; organise musical ideas within musical structures.</p> <p>Observe how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture &amp; silence can be organised within musical structures &amp; used to communicate different moods &amp; effects.</p> <p>Exploring rhythm, duration, tempo, texture, dynamics</p> <p>Can you tell the difference between long &amp; short sounds?</p> <p>Can you repeat short rhythmic patterns? Can you sing/play rhythmic patterns in contrasting tempo?</p>	<p>Composing – Stone Age theme Glockenspiels Improve their own &amp; others’ work in relation to its intended effect.</p> <p>Find out how music is produced in different ways &amp; described through relevant established &amp; invented notations.</p> <p>Observe how the combined musical elements of pitch, dynamics, tempo, &amp; silence can be organised within musical structures &amp; used to communicate different moods &amp; effects</p> <p>Exploring notation, duration, rhythm</p> <p>Can you play simple rhythmic patterns on an instrument? - Can you add a rhythmic pattern to a whole-class activity?</p>	<p>Composing – Ancient Greek theme Singing Sing songs in unison with clear diction, control of pitch, a sense of phrase &amp; musical expression. Practise, rehearse &amp; present performances with an awareness of the audience.</p> <p>Exploring tempo, dynamics, pitch</p> <p>Can you sing/play rhythmic patterns in contrasting tempo, keeping to the pulse? - Can you sing/clap a pulse increasing or decreasing in tempo?</p> <p>Can you sing/play rhythmic patterns in contrasting tempo,</p> <p>Can you use simple structures in a piece of music?</p>	<p>Composer focus – Baroque (A. Vivaldi) Graphic Score Singing Analyse &amp; compare sounds. - Explore &amp; explain their own ideas &amp; feelings about music, using expressive language &amp; musical vocabulary. Listen with attention to detail &amp; internalise &amp; recall sounds with increasing accuracy. Become aware of how time &amp; place influence the way music is created, performed &amp; heard.</p> <p>Exploring timbre</p> <p>Can you tell the difference between familiar instruments (which have distinct timbres)? - Can you describe the sounds of an instrument/voice?</p>	<p>Composing – Volcano theme Improvise, developing rhythmic &amp; melodic material when performing. - Explore, choose, combine &amp; organise musical ideas within musical structures. Listen with attention to detail &amp; internalise &amp; recall sounds with increasing accuracy. - Observe how the combined musical elements of pitch, dynamics, tempo, &amp; silence can be organised within musical structures &amp; used to communicate different moods &amp; effects Improve their own &amp; others’ work in relation to its intended effect.</p> <p>Exploring structure, dynamics, pitch, character</p> <p>Can you play rhythmic patterns in contrasting tempo, keeping to the pulse? - Can you</p>	<p>Composing – Plant life-cycle theme Graphic Score Singing Find out how music is produced in different ways &amp; described through relevant established &amp; invented notations. Sing songs in unison with clear diction, control of pitch, a sense of phrase &amp; musical expression. Practise, rehearse &amp; present performances with an awareness of the audience.</p> <p>Exploring timbre, dynamics, texture</p> <p>Can you play simple rhythmic patterns on an instrument? - Can you add a rhythmic pattern to a whole-class activity?</p> <p>Can you tell the difference between familiar instruments (which have distinct timbres)? - Can you describe the sounds of an instrument/voice? -</p>

	Can you make a sound get louder & quieter, bit by bit?				sing/clap a pulse increasing or decreasing in tempo?	Can you give a reason for choosing an instrument?
--	--	--	--	--	--	---

<b>Year 4 Music Objectives</b>	Composing – Roman focus Graphic score Improvise, developing rhythmic & melodic material when performing. - Explore, choose, combine & organise musical ideas within musical structures. Find out how music is produced in different ways & described through relevant established & invented notations  Exploring tempo, texture, pitch, dynamics  Can you use simple structures? - Can you identify repetition, contrasts & variations?  Can you select & use a particular timbre to create a range of effects? - Can you identify how a change in timbre can change the effect of a piece of music?	Singing – performance awareness Sing songs in unison & two parts, with clear diction, control of pitch, a sense of phrase & musical expression. Practise, rehearse & present performances with an awareness of the audience. Improve their own & others’ work in relation to its intended effect.  Exploring clear diction and awareness of tone  Can you perform simple accompaniments to songs using untuned instruments?  Do you know that phrases are where we breathe in a song?	Pitch & sound waves Boomwhackers Analyse & compare sounds. - Explore & explain their own ideas & feelings about music, using expressive language & musical vocabulary.  Listen with attention to detail & internalise & recall sounds with increasing accuracy. - Observe how the combined musical elements of pitch, dynamics, tempo, timbre & silence can be organised within musical structures & used to communicate different moods & effects.  Exploring pitch, notation, scale, rhythm, texture Can you create a piece of music which contains two (or more) distinct melodic or rhythmic parts, and consider how the parts will fit together? Can you explore & use sets of pitches, e.g. 4 or 5 note scales? - Do you understand how melodies move up & down by leaps & steps? - Can you use pitches from simple scales? - Can you use selected pitches simultaneously to produce simple harmony?	Composing – Tudor focus Improvise, developing rhythmic & melodic material when performing. - Explore, choose, combine & organise musical ideas within musical structures. Become aware of how time & place influence the way music is created, performed & heard.  Exploring timbre, notation, rhythm Can you select & use a particular timbre to create a range of effects? - Can you identify how a change in timbre can change the effect of a piece of music?	Families of Instruments Analyse & compare sounds. - Explore & explain their own ideas & feelings about music, using expressive language & musical vocabulary.  Exploring timbre Can you tell the difference between familiar instruments (which have distinct timbres)? - Can you describe the sounds of an instrument/voice?  Do you understand metre in 2 and 3 beats; then 4 and 5 beats? - Do you understand the relation between pulse & note length?

<p><b>Year 5 Music Objectives</b></p>	<p>Composing – Space theme Singing Sing songs in unison &amp; two parts, with clear diction, control of pitch, a sense of phrase &amp; musical expression. Practise, rehearse &amp; present performances with an awareness of the audience.</p> <p>Exploring dynamics, tempo, pitch, tempo</p> <p>Can you identify where a gradual change in dynamics has helped to shape a phrase of music?</p>	<p>Composer focus – Romantic (E. Grieg) Analyse &amp; compare sounds. - Explore &amp; explain their own ideas &amp; feelings about music, using expressive language &amp; musical vocabulary.</p> <p>Exploring rhythm, musical notation, tempo, dynamics</p> <p>Can you explain how tempo changes the character of music?</p> <p>Do you understand how the use of tempo can provide contrast within a piece of music?</p>	<p>Composing – Egyptian theme Singing Improvise, developing rhythmic &amp; melodic material when performing. - Explore, choose, combine &amp; organise musical ideas within musical structures.</p> <p>Practise, rehearse &amp; present performances with an awareness of the audience.</p> <p>Exploring pitch and musical notation</p> <p>Can you use &amp; understand some conventional scales, such as major, minor, pentatonic? - Can you use your own scales? - Can you use pitches simultaneously to produce harmony by building up simple chords?</p>	<p>Music from Sheffield Graphic Score Garageband Analyse &amp; compare sounds. - Explore &amp; explain their own ideas &amp; feelings about music, using expressive language &amp; musical vocabulary.</p> <p>Exploring texture</p> <p>Can you identify contrasting parts within a piece of music?</p> <p>Can you create a piece of music in a group; showing awareness of how the separate parts contribute to the overall effect? - Can you identify contrasting parts within a piece of music?</p>	<p>Composing – Robin Hood theme Improvise, developing rhythmic &amp; melodic material when performing. - Explore, choose, combine &amp; organise musical ideas within musical structures.</p> <p>Exploring character music</p> <p>Can you recognise &amp; use basic structural forms? e.g. rounds, variations, rondo form. - Can you identify when a phrase is repeated in a familiar song?</p>	<p>Composing – River theme Graphic score Poetry &amp; Singing Sing songs in unison &amp; two parts, with clear diction, control of pitch, a sense of phrase &amp; musical expression. Practise, rehearse &amp; present performances with an awareness of the audience.</p> <p>Exploring pulse, timbre, rhythm, dynamics, tempo</p> <p>Can you identify where a gradual change in dynamics has helped to shape a phrase of music?</p>
---	--	---	--	---	---	--

<p><b>Year 6 Music Objectives</b></p>	<p>Composing – Rainforest theme Singing Sing songs in unison &amp; two parts, with clear diction, control of pitch, a sense of</p>	<p>Composing – body percussion and vocals Improvise, developing rhythmic &amp; melodic material when performing. - Explore, choose, combine &amp;</p>	<p>Composer Focus – Modern (L. Bernstein) Analyse &amp; compare sounds. - Explore &amp; explain their own ideas &amp; feelings about music, using expressive language &amp; musical vocabulary.</p> <p>Listen with attention to detail &amp; internalise &amp; recall sounds with increasing accuracy. -</p>	<p>Composing – Harry Potter theme WW2 songs &amp; poetry Improvise, developing rhythmic &amp; melodic material when performing. - Explore,</p>	<p>Glockenspiels Singing – clear diction and awareness of tone Sing songs in unison &amp; two parts, with clear diction, control of pitch, a sense of</p>
---	--	---	--	--	---

	<p>phrase &amp; musical expression. Practise, rehearse &amp; present performances with an awareness of the audience.</p> <p>Exploring timbre, texture, pitch and dynamics</p> <p>Can you combine groups of beats? Can you show how a small change of tempo can make a piece of music more effective? Can you use change in dynamics to make a piece of music more effective? Can you select &amp; use combinations of timbres to create effects within a piece of music?</p>	<p>organise musical ideas within musical structures.</p> <p>Exploring pulse, rhythm</p> <p>Can you combine groups of beats?</p> <p>Can you show how a small change of tempo can make a piece of music more effective?</p> <p>Can you create introductions, interludes &amp; endings for songs &amp; compositions? - Can you use different devices to structure music effectively?</p>	<p>Observe how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture &amp; silence can be organised within musical structures &amp; used to communicate different moods &amp; effects. - Find out how music is produced in different ways &amp; described through relevant established &amp; invented notations. - Become aware of how time &amp; place influence the way music is created, performed &amp; heard.</p> <p>Exploring rhythm, duration, musical notation</p> <p>Do you understand the relation between pulse &amp; syncopated patterns? Can you create a piece of music which contains two (or more) distinct melodic or rhythmic parts, and consider how the parts will fit together? Can you select &amp; use combinations of timbres to create effects within a piece of music?</p>	<p>choose, combine &amp; organise musical ideas within musical structures.</p> <p>Observe how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture &amp; silence can be organised within musical structures &amp; used to communicate different moods &amp; effects.</p> <p>Exploring rhythm, ostinatos, timbre, tempo, dynamics</p> <p>Can you show how a small change of tempo can make a piece of music more effective? Can you use change in dynamics to make a piece of music more effective? Can you select &amp; use combinations of timbres to create effects within a piece of music?</p>	<p>phrase &amp; musical expression. Practise, rehearse &amp; present performances with an awareness of the audience. Find out how music is produced in different ways &amp; described through relevant established &amp; invented notations</p> <p>Exploring musical notation</p> <p>Can you use &amp; understand a wider range of scales? - Do you use the full range of chromatic pitches to build up chords, melodic lines &amp; bass lines?</p>
--	--	---	---	--	---