

Music - Whole School Overview

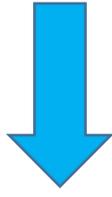
In music we build upon the learning in KS1 and by the end of year 6 we aim for all pupils to have studied a broad and progressive music curriculum, which enables them to sing and play instruments with confidence. We focus on a range of key concepts, performing, composing, appraising & understanding, which ensures pupils have the necessary understanding to embrace the KS3 curriculum. We endeavour to teach pupils how to embrace different genres of music and gain a well-rounded understanding of the history of music.



JUNIOR SCHOOL

Together we make a difference

Year 3			
	Autumn	Spring	Summer
	Song structure (Volcanoes); Rhythmic patterns (Stone Age)	Signature sounds and sound effects (Ancient Greeks); Syncopated rhythmic patterns (Flamenco); Glockenspiels	Instrument timbre, graphic scores (Plants and Growing); Composer focus (Vivaldi)
Play and Perform	Play rhythmic patterns with contrasting tempos (body percussion). Play rhythmic patterns with contrasting dynamics.	Keep to a pulse with increasing and decreasing tempos. Sing songs in unison with clear diction.	Play rhythmic and melodic patterns with an awareness of dynamics and tempo (tuned/untuned percussion instruments).
Improvise and Compose	Explore, choose and combine sounds to organise musical ideas to create a musical structure.		Choose and combine sounds which incorporate dynamics and tempo.
Listen and Appraise	Recognise the difference between long and short sounds.	Recognise the difference between the timbres of familiar instruments.	
Musical Notation	Read and repeat short rhythmic patterns. Recognise the symbols for a quaver and a crotchet and say how many beats they represent.		Create a graphic score to reflect the timbre of an instrument or voice.
Appreciation and Understanding		Analyse and compare sounds, explaining ideas and feelings about music.	



Year 4

	Autumn	Spring	Summer
	Graphic scores (Ancient Romans); Boomwhackers; Glockenspiels; Play songs	Singing in rounds and fanfares (Anglo-Saxons); Pitch	The Orchestra; Instrument families; Timbre; Composer focus (Mozart, Beethoven)
Play and Perform	Perform with an awareness of tempo, texture, pitch and dynamics. Sing songs in unison with clear diction and musical expression and with an awareness of audience.	Perform a piece of music, in an ensemble, which has a melody and an accompaniment.	Perform a simple well-known melody from written notation.
Improvise and Compose	Select and use particular timbres to create a range of effects.	Create different rhythmic and melodic patterns that fit together.	
Listen and Appraise		Explore the range of notes in a scale with an awareness of pitch.	Recognise the difference between the timbres of instruments within different families.
Musical Notation	Create a graphic score to reflect the timbre and duration of sounds.	Write a scale in the form of notation.	Use notation to write a simple well-known melody.
Appreciation and Understanding			Explore the elements of music for a particular period, recognising the inter-related dimensions of music in that time.



Year 5

	Autumn	Spring	Summer
	Dynamics, texture, pitch and tempo (Space); Motifs and coda (Grieg)	Pitch, notation and chants (Ancient Egyptians); Glockenspiels	Graphic scores, texture, music Apps (Sheffield Bands); Music character (Folk heroes); Composer focus (Anna Clyne)
Play and Perform	Sing in unison and in two parts with an awareness of a musical phrase. Perform in an ensemble with expression and control.	Perform a solo piece with accuracy from staff notation.	Perform in an ensemble with fluency, expression and control.
Improvise and Compose	Compose music using dynamics and gradation of tone.	Improvise and compose music for a purpose, building on knowledge of pitch. Compose a piece of music with an awareness of texture, using ICT.	Compose music for a purpose with an awareness of character.
Listen and Appraise	Recognise dynamics and gradation of tone in a piece of music.	Explore how layers of sound effect different pieces of music.	Develop an understanding of character in different pieces of music. Explore pulse, timbre, rhythm, dynamics and tempo within a piece of music.
Musical Notation		Use and compare different notations. Recognise the symbols for a crotchet, minim and semibreve and say how many beats they represent.	Create a graphic scoring as an alternative form of notation and expression.
Appreciation and Understanding	Appreciate music from a great historical composer, analysing dynamics and tempo.	Explore the development of music throughout history.	Compare music for similar purposes. Appreciate how composers can take inspiration from a variety of sources.



Year 6

	Autumn	Spring	Summer
	Pulse, rhythm and timbre (Rainforests); Handel; Rhythms (Cup song)	Ostinatos and graphic scores (Harry Potter); Composer focus (Bernstein)	Singing, poetry and drama (WW2); Glockenspiels; Boomwhackers
Play and Perform	Perform in an ensemble, using voices and instruments, exploring pulse and rhythm.	Play from staff notation, as an ensemble piece, with interrelated rhythms.	Perform solo and ensemble piece using tuned percussion instruments with accuracy and control. Sing with an awareness of audience, clear diction and awareness of tone, in unison and 2 parts.
Improvise and Compose	Improvise and compose music with a variety of tuned and un-tuned percussion instruments with an awareness of timbre, texture, pitch and dynamics. Compose music with a focus on pulse and rhythm.	Create a piece of music with an ostinato rhythm.	Compose music for a range of purposes using the inter-related dimensions of music
Listen and Appraise		Listen to music from a specific genre, with attention to detail.	
Musical Notation		Read and write staff notation with repeated syncopated rhythms.	Recognise the symbols for a quaver, crotchet, minim, dotted minim and semibreve and say how many beats they represent.
Appreciation and Understanding		Explore rhythms used by a famous historical composer. Describe how lyrics often reflect the cultural context of music and have social meaning.	