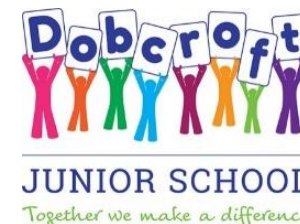


Music - Whole School Overview



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.

Below gives a brief overview of the themes covered throughout the key stage

Year 3	Song Structure Simple, even rhythmic patterns	Signature sounds and sound effects Glockenspiels Notation	Timbre Graphic scores Composer focus - Baroque
Year 4	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)
Year 5	Dynamics, texture, pitch and tempo, rapping (Space); Rounds (Volcanoes); Motifs and coda (Grieg)	Pitch, notation and chants (Ancient Egyptians); Glockenspiels	Glockenspiels; Graphic scores, texture, music Apps (Sheffield Bands); Composer focus (Anna Clyne)
Year 6	Duration, rhythm, timbre, texture, dynamics (Rainforests); Chords (Boomwhackers); Handel; Rhythms (Cup song)	Ostinatos and graphic scores (Harry Potter); Composer focus (Bernstein)	Singing, poetry and drama (WW2); Glockenspiels; Boomwhackers

KEY:	A – Articulation	D – Duration	Dy – dynamics	P – Pitch	T – Tempo	Ti – Timbre	Tx – Texture
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Year 3

	Autumn	Spring	Summer
Topic	Song structure (Volcanoes), Simple even rhythmic patterns (Stone Age), Sound track (Iron Man)	Glockenspiels, Signature sounds and sound effects (Ancient Greeks)	Instrument timbre, graphic scores (Plants and Growing); Composer focus (Vivaldi)
Link to school values	Together we embrace difference	Together we are problem solvers	Together we embrace difference Together we do our best
Recall (vocabulary and knowledge)	Composition, beat, tempo, dynamics, rhythm	Pitch, instrument awareness	Appraising
New key concepts and vocabulary	Rhythmic patterns Syllables Tempo (new terms) – <i>andante</i> , <i>allegro</i> Dynamics (new terms) – <i>piano p</i> , <i>forte f</i> Percussion Performance Duration Notation – quavers, crotchets, minims Structure – verse chorus bridge verse chorus	Steady pulse Unison Clear diction Combining sounds Timbre Signature sounds Sound effects Glockenspiel	Melody Note values – quavers, crotchets and minims Graphic score Character of music Baroque
Play and Perform	Play bars of 4/4 even, rhythmic patterns using a variety of body percussion. Play rhythms that have been provided and then compose own rhythms. (D) (DY) (T) Perform an ensemble piece using specific un-tuned percussion instruments, including dynamics: ' <i>piano</i> ' and ' <i>forte</i> ' and tempo changes: ' <i>andante</i> ' and ' <i>allegro</i> '.	Keep to a steady pulse with increasing and decreasing tempos, using a free choice of untuned and tuned percussion instruments. (T) Sing songs in unison with clear diction. Play notation with an awareness of pitch, dynamics and tempo. (D)	Play rhythmic and melodic patterns with note values: quavers, crotchets and minims, with an awareness of dynamics (<i>p+f</i>) and tempo (<i>andante and allegro</i>) (free choice of tuned/untuned percussion instruments). (Dy) (T)
Improvise and Compose	Organise percussive sounds to create an ensemble performance. Include dynamics ' <i>piano</i> ' and ' <i>forte</i> ' and tempo changes ' <i>andante</i> ' and ' <i>allegro</i> '. (T) (Dy) (D)	Choose and combine tuned and untuned percussive sounds which incorporate dynamics (<i>p+f</i>), tempo (<i>andante and allegro</i>) (Dy) (T)	Choose and combine percussive sounds which incorporate dynamics (<i>p+f</i>) and tempo (<i>andante and allegro</i>). (Dy) (T)

Listen and Appraise	<p>Recognise the difference between long and short sounds. (D)</p> <p>Recognise the difference between loud and soft sounds. (Dy)</p>	<p>Recognise the difference between the timbres of a limited range of familiar untuned percussion instruments from the music room stock such as tambourines, agogo bells etc.... (Ti)</p>	<p>Recognise the difference between the timbres of a wider range of familiar untuned and tuned percussion instruments. (Ti)</p>
Musical Notation	<p>Use notation to read, write and perform (including quavers, crotchets and minims and the related rests).(D)</p>	<p>Distinguish between notes and rests to create effective signature sounds for Ancient Greek characters and create sound effects for them.</p> <p>Play glockenspiels to play the given notation; notes C, D, E. Write own notation to perform using C, D and E. (D)</p>	<p>Create a graphic score to reflect the timbre of an instrument or voice on glockenspiels. Glock notes D, E, F (D) (Ti)</p>
Appreciation and Understanding	<p>Explore characteristics of a 'Volcano' song explaining how the music (with a particular focus on dynamics and tempo), tells a story. (Dy)(T)</p> <p>Examine how the story's structure fits with the sounds and the changes in dynamics (Forte and piano) and tempo (Allegro and andante). (Dy)(T)</p> <p>Explore how a story's structure and characters fit with sounds (T)</p>	<p>Analyse and compare signature sounds, explaining own ideas and feelings about music relating to Greek characters (Medusa, Pegasus, Athena, Chryseis) (Ti)</p>	<p>Analyse and compare percussive sounds, explaining ideas and the character of a piece of music (Vivaldi 4 seasons). (Ti)</p> <p>Explore the elements of music for a particular period (Baroque), recognising the inter-related dimensions of music (Timbre, Dynamics, Tempo) in that time. (Ti) (Dy) (T)</p>



Year 4

	Autumn	Spring	Summer
Topic	Graphic scores (Ancient Romans); Boomwhackers; Performance songs	Glockenspiels; Singing in rounds and fanfares (Anglo-Saxons); Pitch	The Orchestra; Instrument families; Timbre; Composer focus (Mozart, Beethoven)
Link to school values	Together we are safe	Together we are problem solvers	Together we embrace difference
Recall (vocabulary and knowledge)	Composition, beat, pitch, rhythm, dynamics ' <i>piano</i> ' and ' <i>forte</i> ' tempo changes ' <i>andante</i> ' and ' <i>allegro</i> ', tuned and untuned percussion, body percussion, duration - crotchets, minims and quavers, including rests Timbre	Simple time signatures, notation, timbre, Glockenspiels	Appraising, features of Baroque music - tempo, dynamics, timbre
New key concepts and vocabulary	Melodic patterns Tempo – <i>largo</i> , <i>vivace</i> Dynamics – <i>pp</i> , <i>ff</i> Gradation of tone – <i>crescendo</i> <, <i>diminuendo</i> > Boomwackers Music app: Chrome Music Lab semiquavers Pentatonic scale and C major scale Ostinato Riff Musical expression Orchestral families - strings, woodwind, brass, percussion	Ensemble Fanfare Accompaniment Unison Singing in a round Call and response C and G major scales Notation – B, C, D, E, F, G Notation –dotted minim Chords Syllables Simple time	Motif Conducting Simple duple time Simple triple time Simple quadruple time Classical composers – Beethoven Mozart Symphony Prokofiev – Peter and the wolf
Play and Perform	Perform a piece of music inspired by Ancient Rome from a graphic score with an awareness of tempo (<i>largo</i> , <i>vivace</i>) texture, pitch and dynamics (<i>pp</i> to <i>ff</i> excluding <i>mp</i> and <i>mf</i> , including <i>crescendo</i> and <i>diminuendo</i>). (T) (Tx) (P) (Dy)	Perform a piece of fanfare music (inspired by Anglo-Saxons), in an ensemble, which has a melody and an accompaniment. (D) (Tx) Sing in unison with clear diction. (D) Hold a part within a round (We are Anglo-Saxons). Perform 'call and response' rhythms (quavers and crotchets). (D)	Perform a simple well-known motif from written notation, 'Beethoven's 5 th '. Conduct to: E.g. simple duple (Beethoven - Symphony No.5), triple (Beethoven - Fur Elise) and quadruple time (Beethoven - Ode to Joy and Mozart symphony 40). (D)

	<p>Sing songs in unison with clear diction and musical expression and with an awareness of audience. (D)</p> <p>Play a variety of popular Christmas songs on boomwhackers, following a graphic score. Play the C major and pentatonic scale, and develop pentatonic ostinatos using semiquavers, quavers and crotchets (D)</p>	Perform (sing, play, act) from memory with confidence. (D)	
Improvise and Compose	<p>Select and use a free choice of tuned (glocks) and untuned percussion instruments to create a range of effects within a story. (Ti) (Tx)</p> <p>Create different rhythmic and melodic patterns that fit together (pentatonic notes). (D)</p> <p>Use Chrome Music Lab (change settings between major and Pentatonic) to explore and compose rhythmic and melodic patterns that fit together. (D)</p>	<p>Create different rhythmic (simple time) and melodic patterns, using syllables, that fit together. (D)</p> <p>Compose a fanfare using G major (G, B and D), using both singular notes and chords on glockenspiels. (D)</p>	
Listen and Appraise	Recognise the differences in timbres of new and ancient (Roman) and current (orchestral) instruments. (Ti)	<p>Explore the range of notes in a scale (C major) with an awareness of pitch. (P)</p> <p>Recognise the differences in the timbres of untuned percussion instruments with a focus on how they relate to the time period of the Anglo-Saxons. (Ti)</p>	Recognise the differences in timbres of orchestral instruments within the 4 different families (Peter and the Wolf by Prokofiev). (Ti)
Musical Notation	<p>Create a graphic score to reflect the timbre and duration of sounds in a piece of music inspired by Ancient Romans.</p> <p>Boomwhackers and glocks: write a pentatonic ostinato; recognise the symbols</p>	<p>Write a C major scale in formal of notation. (D) (P)</p> <p>Recognise the symbols for a semiquaver, quaver, crotchet, minim, dotted minim and say how many beats they represent. (D)</p>	Use formal notation to write a simple well-known melody (Beethoven's 5 th Symphony) (D)

	for a crotchet , quaver and semiquaver, and say how many beats they represent. (Ti) (D)		Use simple duple, triple and quadruple time signatures in composition and conducting. (D)
Appreciation and Understanding	<p>Appreciate music from (what we know of) the Ancient Roman period and compare their instruments (strings and woodwind, including French Horn) to those of today (brass section - trombone, trumpet, tuba etc...). (Ti)</p> <p>Analyse and compare the sounds of ostinatos and riffs in vocal music (Ti)</p>	<p>Appreciate music from (what we know of) the Anglo-Saxon times and compare their instruments to those of today. (Ti) Investigate how rounds are sung. (Tx) (D)</p> <p>Analyse and compare fanfares (using G major (G, B and D), using both singular notes and chords), composed by the children on glockenspiels. (Ti)</p>	<p>Examine how instruments are classified, and which ones are in an orchestral families (string, woodwind, brass and percussion). (Tx)</p> <p>Analyse and compare orchestral sounds within Peter and the Wolf by Prokofiev, explaining own ideas and feelings about the music. (Ti)</p> <p>Explore the elements of music for a particular period with Beethoven and Mozart (Classical), recognising the inter-related dimensions of music in that time. (Tx) (T) (Dy) (Ti)</p>



Year 5

	Autumn	Spring	Summer
Topic	Glockenspiels; Graphic scores, texture, music Apps (Sheffield Bands); Composer focus (Anna Clyne)	Pitch, notation and chants (Ancient Egyptians)	Dynamics, texture, pitch and tempo, rapping (Space); Rounds (Volcanoes); Motifs and coda (Grieg)
Link to school values	Together we embrace difference	Together we do our best	Together we are problem solvers
Recall (vocabulary and knowledge)	Notation – semiquavers, quavers, crotchets, minims, dotted minims Beat, pitch, rhythm, timbre	Note values – quavers, crotchets and minims. Note names – BCDEFG	Singing in unison with clear diction, singing in a round, performing in an ensemble, gradation of tone – <i>crescendo</i> , <i>diminuendo</i> , syllables – how they link to rhythm, beat, song structure, appraising, composition, dynamics ‘ <i>pp</i> ’ to ‘ <i>ff</i> ’ tempo changes: <i>largo</i> , <i>vivace</i> , features of Baroque and Classical music - texture, tempo, dynamics, timbre
New key concepts and vocabulary	Timbre – electronic/digital sounds Inspiration	Solo Treble clef Fluency Expression Control Pitch (differences in steps of a tone) Ancient Egypt Digital music Note values – semibreves Note names – A (BCDEFG) Middle C Octave	Rap Structure – Binary form (verse, chorus, verse) Tempo - <i>lento</i> , <i>adagio</i> , <i>presto</i> Dynamics – <i>mp</i> , <i>mf</i> Motif Coda Musical phrase
Play and Perform	Perform from a graphic score in an ensemble with fluency, expression and control. Sing a song in unison with clear diction. Sing a song and hold a part within a round.	Perform a solo piece (inspired by Ancient Egypt) with accuracy, from stave notation C, E, F in the treble clef. (D)(A) Perform music (inspired by Ancient Egypt) in an ensemble with fluency, expression and control. (D)(T)(Dy)	Sing in unison and in two parts with an awareness of a musical phrase. Sing and hold a part within a round. (D)(P)(Ti)(Tx) Create and perform a piece of music focusing on dynamics, tempo and texture. (D)(T)(Tx)

			Perform in an ensemble with expression (all dynamics <i>pp - ff</i>) and control (tempo of <i>lento, adagio</i> and <i>presto</i>). (Dy)(T)
Improvise and Compose	Compose music e.g using Incredibox, for a purpose of varying texture (thick and thin) and timbre.	Improvise and compose music for an Egyptian themed purpose, using glocks, building on knowledge of pitch (differences in steps of a tone). (P)(A) Compose a piece of music with an awareness of texture (how sounds are combined), using IT apps (e.g Garage Band and Chrome Music Lab). (Tx)(Ti)	Motifs and a coda, dynamics <i>pp – ff</i> (<i>mp,mf</i>), <i>crescendo, diminuendo</i> and tempo - <i>lento, adagio, presto, accelerando</i> . (Dy)(T)(D) (All) Explore rhythms and beats, using knowledge of word syllables to create a space rap. (D)
Listen and Appraise	Texture focus - Explore how layers of sound effect different pieces of music (thick and thin). (Ti)(Tx)	Explore texture, pulse, timbre, rhythm, dynamics and tempo within <u>own</u> compositions of Egyptian music.	Appreciate different styles of music on a similar theme and recognise different elements within it. Recognise dynamics and gradation of tone, texture and tempo. Analyse structure in a piece of music – binary form (verse, chorus, verse)
Musical Notation	Create a graphic score (e.g inspired by the modern composer Anna Clyne) as an alternative form of notation and expression. (Tx) Glocksenspiels – notes C, D, E, and F Minims, crotchets and quavers Read and write notation	Recognise, use and compare note values - crotchets, minims and semibreves, showing how many beats they represent. (D) Recognise, use and compare notes within the range of 1 octave around middle C.	
Appreciation and Understanding	Compare music from Sheffield Bands (e.g Def Leppard, Arctic Monkeys, Pulp, Human League, Richard Hawley, Tony Christie and Everly Pregnant Brothers) for similar purposes of analysing, appreciating and understanding texture. Appreciate how composers (e.g Anna Clyne) can take inspiration from a variety of sources (such as art). (Ti)	Explore the development of music throughout history from Ancient Egypt to present day. (Ti)	Appreciate music the Romantic period (e.g Grieg), analysing dynamics – (<i>p, mp, mf, f</i>), <i>crescendo and diminuendo</i> and tempo - <i>lento, adagio, presto</i> ,(Dy)(T)



Year 6			
	Autumn	Spring	Summer
Topic	Duration, rhythm, timbre, texture, dynamics (Rainforests); Chords (Boomwhackers); Rhythms (Cup song)	Ostinatos and graphic scores (Harry Potter); Composer focus (Bernstein)	Glockenspiels; Singing, poetry and drama (WW2); Boomwhackers
Link to school values	Together we are safe Together we are do our best	Together we embrace difference	Together we are kind Together we are problem solvers
Recall (vocabulary and knowledge)	Performing in an ensemble, gradation of tone – <i>crescendo</i> , <i>diminuendo</i> , , <i>rhythm</i> , timbre, dynamics ' <i>pp</i> – <i>ff</i> ' tempo changes: <i>presto</i> , <i>andante</i> , <i>allegro</i> , <i>largo</i> , <i>vivace</i> , <i>lento</i> , <i>adagio</i> , timbre, notation – semiquavers, quavers, crotchets, minims, dotted minims and semibreves, features of Baroque, Classical and Romantic music, texture (thick and thin), timbre, notes A- G in 1 octave around middle C	Ostinato, syllables, stave notation, lyrics	Singing in unison, in a round, in two parts and with clear diction and control, song structure – (verse and chorus), social meaning, fluency, dotted rhythms, petnatoinc scale, ostinato
New key concepts and vocabulary	Tempo – <i>ritardando</i> , <i>rallentando</i> and <i>accelerando</i> , Musical structure – Rondo form (ABA) Articulation – staccato and legato Carribean music Range of notes- Middle C to high C Flats Sharps Character of music Major/ minor key Syncopation Dotted rhythms	Interelated rhythms Compound duple time signature Note values –dotted crotchets (as well as all other notes learnt) and the corresponding rests Modern (20 th Century music) Cultural context Social meaning	Accuracy in playing Flats, sharps and naturals Inter-related dimensions of music – character and articulation Music apps

Play and Perform	<p>Perform a 'Rainforest' piece in an ensemble using voices, body percussion and tuned / untuned instruments, exploring tempo (<i>rit, rall and accel</i>), rhythm, texture, dynamics, timbre and articulation (<i>staccato and legato</i>). (T)(D)(Tx)(Dy)(Ti)</p>	<p>Play a piece from staff notation e.g America by Leonard Bernstein (6/8 time (compound duple), quavers, crotchets, A to G) as an ensemble piece. (D) Play Mambo rhythms e.g Leonard Bernstein from staff notation on a score (4/4 time, quavers, crotchets, dotted crotchets, semi-breves) on untuned percussion as an ensemble piece, with interrelated syncopated rhythms. (D)</p>	<p>Perform solo and ensemble pieces (inspired by WW2; We'll Meet Again) using tuned percussion instruments (glocks or keyboards) with accuracy, sharps and natural notes introduced. (D)(Tx) Sing WW2 songs (eg Run Rabbit Run, We'll Meet Again), with an awareness of audience, clear diction and awareness of tone, in unison and 2 parts. (D)</p>
Improvise and Compose	<p>Improvise and compose rainforest music with a variety of tuned and un-tuned percussion instruments with an awareness of timbre, texture (<i>thick and thin and layered sounds</i>), pitch (<i>big jumps and small steps</i>) and dynamics (<i>full range</i>) and symbols for gradation of tone. (Ti)(Tx)(P)(Dy)</p> <p>Compose rainforest music with a focus on tempo (<i>ritardando, rallentando and accelerando</i>) and complex rhythms. (T)(D)</p>	<p>Create a piece of music with an ostinato rhythm e.g Harry Potter inspired syllables as an ensemble. (A)(Tx)(P)</p>	<p>Compose music inspired by WW2 (songs such as We'll Meet Again and Run Rabbit Run, and VE day poems), using the inter-related dimensions of music eg related by lyrics and feel of the music (positive/negative). (Ti)(D)(A) Re-create a WW2 song (We'll Meet Again) on a Music app or glockenspiel. (D)</p>
Listen and Appraise	<p>Listen to music from a different country, recognise and analyse timbre and character. Appraise peer compositions focussing on timbre, dynamics and texture. (Ti)</p>	<p>Listen to and appraise music (e.g Mambo and America) from a specific genre of music (Modern/20th Century), with attention to detail (focussing on rhythm, duration, dynamics, tempo, timbre...). (Ti)</p>	<p>Listen to the different song lyrics of WW2 songs and appraise with a focus on feelings and character. Appraise their timbre within the melodies. (Tx)</p>
Musical Notation	<p>Read and play the symbols for a quaver, semi-quaver, crotchet, minim, dotted notes (syncopated rhythms) and semibreve and say how many beats they represent. (D) Play chords with notes in the range of 1 octave in C major and A minor using tuned percussion (Boomwhackers and glocks) (D)</p>	<p>Read and write staff notation with repeated syncopated rhythms with note values: semiquavers, quavers, crotchets, dotted crotchets (syncopated rhythms), minims, dotted minims, semibreves and the corresponding rests. (Ti)(A)(Tx) Discuss, explain and play rhythmic ostinatos. (D)(Tx)(P)(Ti)</p>	<p>Recognise the symbols for a quaver, semi-quaver, crotchet, minim, dotted notes and semibreve and say how many beats they represent and be able to play them. (D)(Ti) Explore and play pentatonic scale and ostinatos on glockenspiels. (Ti)(A)</p>

		Analyse and apply call and response in singing. (Ti)	
Appreciation and Understanding	<p>Appreciate music from a Caribbean country (e.g Trinidad and Tobago).</p> <p>Analyse and compare sounds, explaining the pitch, timbre and character of music. (Tx)(Ti)</p>	<p>Explore rhythms used by a famous historical composer (Modern). (D)(Ti)</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning. (A)</p>	<p>Appreciate songs and their lyrics from the past (WW2) and interpret in a style of their choosing. (A)(Ti)(D)</p> <p>Analyse how lyrics can reflect the cultural context of music and have social meaning. (Ti)(A)</p>