

Music Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Animals</b> Sing animal 'action songs'. Listen, identify and sort orchestral instruments in to their respective families. Listen to 'The Carnival of the Animals' and identify animals based on instruments, pitch, tempo and dynamics. Improvise and compose animal sounds for the story using music technology. Record, edit and evaluate sound stories.		<b>African Drumming</b> Sing and play African songs (including those with a 'call and response' structure) with changes in tempo and dynamics. Learn the history of djembe drumming, the features of the djembe drum and how to play different pitches on their skins. Improvise and compose African 'call and response' piece with an understanding of: rhythm vs pitch, tempo, dynamics and African animal notation. Perform to parents.		<b>Recorders</b> Sing a Japanese song and song about Ancient Egypt (Geography and History link). Hold and produce a quality sound on a recorder. Play simple rising, repeated and falling phrases as well as melodies on the recorder using dot notation. Copy-back, improvise and compose using a limited pitch range using dot notation. Perform to Year 2 at the infant school.	
<b>Year 4</b>	<b>Ancient Greece</b> Sing two-part rounds. Sing a song about Ancient Greece containing verses and choruses with an accelerando tempo and changes in dynamics. Listen to and recognise Greek music and Greek instruments and changes in tempo (accelerando) common to Greek music. Play an accompaniment using standard notation on a limited range of pitches using Year 4 notation. Improvise and compose a rhythmic accompaniment to a second Ancient Greek song. Perform to parents.		<b>Music by ABBA</b> Sing a two-part round. Sing an ABBA medley and ABBA song with a range of dynamics and tempos (and other articulations). Listen, recognise and give opinions on songs by 'ABBA' and place on the musical timeline. Play a melody to an ABBA song using limited pitches and Year 4 notation using a glockenspiel. Copyback and improvise rhythms and simple melodies. Perform a simple part in a rhythmic score. Compose 4-beat phrases to create a melody using music technology and play on the glockenspiel. Compose 70s dance music on music technology (HMS). Perform in school assembly.		<b>Boomwhackers</b> Sing two-part rounds. Hold, play and produce a quality sound on the Boomwhacker. Listen, recognise and evaluate classical music by composers from the Romantic and Contemporary period and place on the musical timeline. Play famous pieces of classical music (that include flats and sharps) on the Boomwhackers as a whole class and other popular nursery rhymes/melodies in small groups. Play simple major (happy) and minor (sad) chords. Perform to parents.	
<b>Year 5</b>	<b>Space</b> Sing three-part rounds. Place composers, who composed music with a space theme, on the musical timeline. Listen and appraise Holst's 'Mars' from 'The Planet Suite', discussing it's time signature, dynamic choices (pp, p, ff etc) and structure (ABA). Play the ostinato from Holst's 'Mars', improvise and compose ostinatos using Year 5 notation and compose a Mars piece in ternary form (ABA). Perform a whole-class rendition of Strauss' 'Space Odyssey' following a graphic score with a focus on texture. Perform in school assembly.		<b>'Happy' music</b> Sing three-part rounds. Listen and appraise a variety of songs based on the theme of 'happiness' and place on the musical timeline. Sing songs based on the theme of 'happiness' in two parts (main and backing vocals) using a range of dynamic choices. Play melodies, copy-back rhythms/melodies and improvise to a happy song at different tempos (e.g. presto, largo). Play major and minor triads as accompaniments. Compose a melody using Year 5 notation on the stave using music technology and play on the glockenspiel. Perform in school assembly.		<b>Latin America</b> Sing three-part rounds and partner songs. Sing about the Mayan civilisation in two parts (main and backing vocals). Play melody to the Mayan song and chordal accompaniment. Listen and appraise Samba music, identifying the instruments and their families, their common rhythms, textures and structure. Play multi-part Samba rhythms (using Year 5 notation and 'rhythmics') in a Samba structure with a range of dynamics and tempos as a whole class. Improvise Samba rhythms and compose a multi-layered Samba piece in groups. Perform in school assembly.	
<b>Year 6</b>	<b>Jazz/swing Music (WW2)</b> Sing three and four-part rounds and sing a swing medley that culminates in a three-part partner song. Listen and appraise a variety of Big Band musicians popular during WW2 and place musicians on a musical timeline. Play syncopated rhythms and the chorus to a swing song using pitched notation on a stave. Play a whole jazz piece (in a typical jazz structure including an extended improvisation section) using standard notation on the stave. Perform to parents.		<b>Rap Music</b> Sing 4-part rounds and 4-part partner song. Listen and appraise a variety of rap music and place on the musical timeline. Sing a rap song with an appropriate style and other Year 6 Success Criteria. Compose a melody to a rap using music technology and play it on a glockenspiel. Compose and write lyrics a rap song. Compose a backing track and record own raps using music technology. Record raps and share/peer-assess with year group.		<b>Rock Music</b> Sing 4-part rounds. Sing in harmony when singing rock songs. Listen and appraise a variety of rock songs and place them on the musical timeline. Compose a melody to a rock song on music technology (using Year 6 notation on a stave) and play on the glockenspiel. Play rock melody and chordal accompaniments/basslines using pitched notation on a stave. Perform in end of year assembly.	

