

Music Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Animal sound effects (Music Technology) Singing animal 'action songs'. Listening, identifying and sorting orchestral instruments in to their respective families. Listening to 'The Carnival of the Animals' and identifying animals based on instruments, pitch, tempo and dynamics. Improvising and composing animal sounds for a story using music technology. Recording, editing and evaluating sound stories.</p>		<p>Djembe drumming Singing and playing African songs (including those with a 'call and response' structure) with changes in tempo and dynamics. Learning the history of djembe drumming, the features of the djembe drum and how to play different pitches on their skins. Improvising and composing African 'call and response' piece with an understanding of: rhythm vs pitch, tempo, dynamics and African animal notation. Performing to parents.</p>		<p>Recorders Singing a Japanese song and song about Ancient Egypt. Holding and producing a quality sound on a recorder. Playing simple rising, repeated and falling phrases as well as melodies on the recorder using dot notation. Copying-back, improvising and composing using a limited pitch range using dot notation. Performing to Year 2 at the infant school.</p>	
Year 4	<p>Greek music Singing two-part rounds. Singing a song about Ancient Greece containing verses and choruses with an accelerando tempo and changes in dynamics. Listening to and recognising Greek music and Greek instruments and changes in tempo (accelerando) common to Greek music. Playing an accompaniment using standard notation on a limited range of pitches using Year 4 notation. Improvising and composing a rhythmic accompaniment to a second Ancient Greek song. Performing to parents.</p>		<p>Music by ABBA Singing a two-part round. Singing an ABBA medley and ABBA song with a range of dynamics and tempos (and other articulations). Listening, recognising and giving opinions on songs by 'ABBA' and placing on the musical timeline. Playing a melody to an ABBA song using limited pitches and Year 4 notation using a glockenspiel. Copying-back and improvising rhythms and simple melodies. Performing a simple part in a rhythmic score. Composing 4-beat phrases to create a melody using music technology, playing on the glockenspiel. Composing 70s dance music on music technology (HMS). Performing in school assembly.</p>		<p>Boomwhackers Singing two-part rounds. Holding, playing and producing a quality sound on the Boomwhacker. Listening, recognising and evaluating classical music by composers from the Romantic and Contemporary period and placing on the musical timeline. Playing 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. Playing simple major (happy) and minor (sad) chords. Performing to parents.</p>	
Year 5	<p>Composing to create atmosphere Singing three-part rounds. Placing composers, who composed music with a space theme, on the musical timeline.</p>		<p>Music by a contemporary artist Singing three-part rounds. Listening and appraising a variety of songs based on the theme of 'happiness' and place on the musical timeline.</p>		<p>Samba Singing a three-part rounds and partner songs. Singing about the Mayan civilisation in two parts (main and backing vocals). Playing melody to the Mayan song and chordal accompaniment.</p>	

	<p>Listening and appraising Holst's 'Mars' from 'The Planet Suite', discussing it's time signature, dynamic choices (pp, p, ff etc) and structure (ABA). Playing the ostinato from Holst's 'Mars', improvising and composing ostinatos using Year 5 notation and composing a Mars piece in ternary form (ABA). Performing a whole-class rendition of Strauss' 'Space Odyssey' following a graphic score with a focus on texture. Performing in school assembly.</p>	<p>Singing songs based on the theme of 'happiness' in two parts (main and backing vocals) using a range of dynamic choices. Playing melodies, copying-back rhythms/melodies and improvising to a happy song at different tempos (e.g. presto, largo). Playing chords (dyads) as accompaniments to add texture. Composing a melody using Year 5 notation on the stave using music technology, playing on the glockenspiel. Performing in school assembly.</p>	<p>Listening and appraising Samba music, identifying the instruments and their families, their common rhythms, textures and structure. Playing multi-part Samba rhythms (using Year 5 notation and 'rhythmonics') in a Samba structure with a range of dynamics and tempos as a whole class. Improvising Samba rhythms and composing a multi-layered Samba piece in groups. Performing in school assembly.</p>
Year 6	<p>Swing music Singing three and four-part rounds and singing a swing medley that culminates in a three-part partner song. Listening and appraising a variety of Big Band musicians popular during WW2 and placing musicians on a musical timeline. Playing syncopated rhythms and the chorus to a swing song using pitched notation on a stave. Playing a whole jazz piece (in a typical jazz structure including an extended improvisation section) using standard notation on the stave. Performing to parents.</p>	<p>Rap music (Music technology) Singing 4-part rounds and 4-part partner song. Listening and appraising a variety of rap music and placing on the musical timeline. Singing a rap song with an appropriate style and specified Year 6 success criteria. Composing a melody to a rap using music technology, playing it on a glockenspiel. Composing and writing lyrics for a rap song. Composing a backing track and recording own raps using music technology. Recording raps and sharing/peer-assessing with year group.</p>	<p>Rock music Singing 4-part rounds. Singing in harmony when singing rock songs. Listening and appraising a variety of rock songs and placing them on the musical timeline. Composing a melody to a rock song on music technology (using Year 6 notation on a stave), playing on the glockenspiel. Playing rock melody and chordal accompaniments/basslines using pitched notation on a stave. Performing in end of year assembly.</p>