

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 a limited number of inter-related dimensions of music, improvising and composing animal sounds for a story using music technology and 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' using non-standard notation and 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 and performing to other Year 3 classes</p>	
Year 4	<p>Greek music Singing two-part rounds, singing a song about Ancient Greece containing verses and choruses with an accelerando tempo, listening to and recognising Greek music/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 and performing to parents</p>		<p>Music by ABBA Singing two-part rounds, singing a song by ABBA 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 an ABBA song using a widening range of pitches using standard notation on the recorder, copying-back and improvising rhythms and simple melodies, composing 4-beat phrases to create a melody using music technology and playing the composition on the recorder, composing 70s dance music on music technology (HMS) and 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 and melodies in small groups and performing to parents</p>	
Year 5	<p>Space music Singing three-part rounds, placing composers who composed music with a space theme on the musical timeline, listening and appraising Holst's 'The Planet Suite', paying particular attention to how the range in dynamics (ff,pp,mp etc) and instruments used create a mood/character for each planet, playing a melody from the staff using notes C-C' on the glockenspiel, performing a whole-class rendition of Strauss' 'Space Odyssey' following a graphic score with a focus on texture and structure and performing to another class</p>		<p>Music by a contemporary artist Listening and appraising a variety of contemporary music based around a theme and placing artists on the musical timeline, singing in two parts (main and backing vocals) using a range of dynamics, playing melodies, copying-back rhythms/melodies and improvising at different tempos (e.g. presto, largo), composing a melody using Year 5 notation on the staff using music technology, playing on the glockenspiel and performing compositions to own class</p>		<p>Samba Singing a three-part round, singing in two parts (main and backing vocals), listening and appraising Samba music, identifying Samba instruments and their families, their common rhythms, textures and structure, playing multi-part Samba rhythms (using Year 5 notation and 'rhythmonics') with a Samba 'break', with a range of dynamics and tempos as a whole class, improvising Samba rhythms and composing a multi-layered Samba piece and performing in school assembly.</p>	

<p>Year 6</p>	<p style="text-align: center;">Swing music</p> <p>Singing three and four-part rounds and partner songs, listening and appraising a variety of Big Band musicians popular during WW2 and placing musicians on a musical timeline, playing syncopated rhythms, playing swing melodies that include syncopation on the glockenspiel, playing a whole jazz piece in a typical jazz structure (including an extended improvisation section) using standard notation on the stave and performing to parents</p>	<p style="text-align: center;">Rap music (Music technology)</p> <p>Singing a rap song with an appropriate style, listening and appraising a variety of rap music and placing on the musical timeline, composing and writing rap lyrics, using music technology and all the inter-related dimensions of music, composing a backing track and recording own raps and sharing and peer-assessing in class</p>	<p style="text-align: center;">Rock music</p> <p>Singing partner songs with a focus on harmony, listening and appraising a variety of rock songs and placing them on the musical timeline, playing chordal accompaniments/basslines to rock music, composing a melody to a rock song on music technology (using a range of notation and pitches on a stave) and playing on the glockenspiel, improvising over an extended beat and performing in end of term celebrations</p>
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