

MUSIC SUBJECT OVERVIEW

CYCLE 1							Music
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn 1	<p><u>Skills</u> Use voices expressively</p> <p><u>Activities</u> Perform greatest showman songs</p>	<p><u>Skills</u> Use voices expressively</p> <p><u>Activities</u> Perform greatest showman songs</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from different parts of the world.</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from different parts of the world.</p>	<p><u>Skills</u> Performance and composition.</p> <p><u>Activities</u> Performing Egyptian songs. Composing Egyptian songs.</p>	<p><u>Skills</u> Performance and composition.</p> <p><u>Activities</u> Performing Egyptian songs. Composing Egyptian songs.</p>	
Autumn 2	<p><u>Skills</u> Play tuned and untuned instruments musically Listen with concentration Use voices expressively</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p>	<p><u>Skills</u> Play tuned and untuned instruments musically Listen with concentration Use voices expressively</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p>	<p><u>Skills</u> Performing music (vocal)</p> <p><u>Activities</u> Viking saga songs (with variety of styles and skills)</p>	<p><u>Skills</u> Performing music (vocal)</p> <p><u>Activities</u> Viking saga songs (with variety of styles and skills)</p>	<p><u>Skills</u> Listen to and reflect on music. Create and perform Choose appropriate instruments.</p> <p><u>Activities</u> Mambo – listening, create image. Perform a rhythmic pattern to a pulse. Playa Mambo pulse using percussion instruments.</p>	<p><u>Skills</u> Listen to and reflect on music. Create and perform Choose appropriate instruments.</p> <p><u>Activities</u> Mambo – listening, create image. Perform a rhythmic pattern to a pulse. Playa Mambo pulse using percussion instruments.</p>	
Spring 1	N/A	N/A	<p><u>Skills</u> Composing and transcribing music</p> <p><u>Activities</u> Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing</p>	<p><u>Skills</u> Composing and transcribing music</p> <p><u>Activities</u> Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing</p>	<p><u>Skills</u> Appreciation of music Performance</p> <p><u>Activities</u> Songs include: - Everything stops for tea - We'll meet again - Run, Rabbit, Run Music from War of the</p>	<p><u>Skills</u> Appreciation of music Performance</p> <p><u>Activities</u> Songs include: - Everything stops for tea - We'll meet again - Run, Rabbit, Run Music from War of the</p>	

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			using graphic scores / simple notation.	using graphic scores / simple notation.	worlds	worlds
Spring 2	<p><u>Skills</u> Play tuned and untuned instruments musically</p> <p><u>Activities</u> Create music through art</p>	<p><u>Skills</u> Play tuned and untuned instruments musically</p> <p><u>Activities</u> Create music through art</p>	<p><u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry.</p>	<p><u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry.</p>	<p><u>Skills</u> Listen to music with focus Performance and composition Developing techniques of performance</p> <p><u>Activities</u> Music express unit – Solar system (6 week)</p>	<p><u>Skills</u> Listen to music with focus Performance and composition Developing techniques of performance</p> <p><u>Activities</u> Music express unit – Solar system (6 week)</p>
Summer 1	<p><u>Skills</u> Explore beat using movement, body percussion and instruments.</p> <p><u>Activities:</u> Music express unit: Machines</p>	<p><u>Skills</u> Explore beat using movement, body percussion and instruments.</p> <p><u>Activities:</u> Music express unit: Machines</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from different time periods (particularly that of the Titanic).</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from different time periods (particularly that of the Titanic).</p>	<p><u>Skills</u> Create and compose a piece of music Use instruments for effect.</p> <p><u>Activities</u> Music from the 'Wizard of Oz' Create sound effects for a scene / event in the story.</p>	<p><u>Skills</u> Create and compose a piece of music Use instruments for effect.</p> <p><u>Activities</u> Music from the 'Wizard of Oz' Create sound effects for a scene / event in the story.</p>
Summer 2	<p><u>Skills</u> Listen to high quality live music Experiment, create, select and combine sounds</p> <p><u>Activities</u> Sounds of the sea How music can evoke emotions</p>	<p><u>Skills</u> Listen to high quality live music Experiment, create, select and combine sounds</p> <p><u>Activities</u> Sounds of the sea How music can evoke emotions</p>	<p><u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> African djembe drumming whole class lessons.</p>	N/A		

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CYCLE 2						Music
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	<p><u>Skills</u> Listen with concentration</p> <p><u>Activities</u> Listen and identify instruments</p>	<p><u>Skills</u> Listen with concentration</p> <p><u>Activities</u> Listen and identify instruments</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and describing film music (links to dance in PE)</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and describing film music (links to dance in PE)</p>	<p><u>Skills</u> Appreciate and understand music from different traditions. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations</p> <p><u>Activities</u> Listen to music from Japan. Compose some Japanese music. Use notation signs and symbols.</p>	<p><u>Skills</u> Appreciate and understand music from different traditions. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations</p> <p><u>Activities</u> Listen to music from Japan. Compose some Japanese music. Use notation signs and symbols.</p>

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<p>Autumn 2</p>	<p><u>Skills</u> Play tuned and untuned instruments musically Listen with concentration Use voices expressively</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p>	<p><u>Skills</u> Play tuned and untuned instruments musically Listen with concentration Use voices expressively</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p>	<p><u>Skills</u> Performing music (vocal)</p> <p><u>Activities</u> Children learn and perform a range of songs about WW1 and also from the period (Archie Dobson’s War).</p>	<p><u>Skills</u> Performing music (vocal)</p> <p><u>Activities</u> Children learn and perform a range of songs about WW1 and also from the period (Archie Dobson’s War).</p>	<p><u>Skills</u> Appreciate and understand a wide range of high quality live and recorded music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><u>Activities</u> Comparing different eras. Use keyboards (at the high school) to compose and play an 80s electric tune.</p>	<p><u>Skills</u> Appreciate and understand a wide range of high quality live and recorded music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><u>Activities</u> Comparing different eras. Use keyboards (at the high school) to compose and play an 80s electric tune.</p>
<p>Spring 1</p>	<p><u>Skills</u> Use their voice expressively</p> <p><u>Activities</u> Listen to and sing music from around the world</p>	<p><u>Skills</u> Use their voice expressively</p> <p><u>Activities</u> Listen to and sing music from around the world</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic).</p>	<p><u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic).</p>	<p><u>Skills</u> Listen with attention and detail and recall sounds with increasing aural memory. Appreciate and understand music</p> <p><u>Activities</u> Listen to a selection of ‘river’ music. Use specific instruments to recall sounds and create own ‘river’ song. Discuss dynamics, tempo and mood.</p>	<p><u>Skills</u> Listen with attention and detail and recall sounds with increasing aural memory. Appreciate and understand music</p> <p><u>Activities</u> Listen to a selection of ‘river’ music. Use specific instruments to recall sounds and create own ‘river’ song. Discuss dynamics, tempo and mood.</p>

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<p>Spring 2</p>	<p><u>Skills</u> Exploring timbre and texture to understand how sounds can be descriptive Matching sounds to images</p> <p><u>Activities</u> Music express unit: Our Land</p>	<p><u>Skills</u> Exploring timbre and texture to understand how sounds can be descriptive Matching sounds to images</p> <p><u>Activities</u> Music express unit: Our Land</p>	<p><u>Skills</u> Composing and transcribing music</p> <p><u>Activities</u> Creating music using voices, untuned and tuned instruments to accompany puppet performances. Transcribing using graphic scores / simple notation.</p>	<p><u>Skills</u> Composing and transcribing music</p> <p><u>Activities</u> Creating music using voices, untuned and tuned instruments to accompany puppet performances. Transcribing using graphic scores / simple notation.</p>	<p><u>Skills</u> Develop an understanding of the history of music.</p> <p><u>Activities</u> Look at the main types of music historically from 1300s to modern day. Create a timeline.</p>	<p><u>Skills</u> Develop an understanding of the history of music.</p> <p><u>Activities</u> Look at the main types of music historically from 1300s to modern day. Create a timeline.</p>
<p>Summer 1</p>	<p>N/A</p>	<p>N/A</p>	<p><u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry.</p>	<p><u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry.</p>	<p><u>Skills</u> Develop an understanding of the history of music. Look at music from great composers and musicians.</p> <p><u>Activities</u> Study a famous composer and a more recent musician.</p>	<p><u>Skills</u> Develop an understanding of the history of music. Look at music from great composers and musicians.</p> <p><u>Activities</u> Study a famous composer and a more recent musician.</p>
<p>Summer 2</p>	<p><u>Skills</u> Use their voice expressively Play tuned and untuned instruments musically</p> <p><u>Activities</u> Ugly Bug Ball-sing the song and add instruments.</p>	<p><u>Skills</u> Use their voice expressively Play tuned and untuned instruments musically</p> <p><u>Activities</u> Ugly Bug Ball-sing the song and add instruments.</p>	<p><u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> African djembe drumming whole class lessons.</p>	<p>N/A</p>		