

# MUSIC SUBJECT OVERVIEW

CYCLE 1						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>
<b>Autumn 1</b>	<p><b>Circus</b> <u>Skills</u> Use voices expressively</p> <p><u>Activities</u> Perform greatest showman songs</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument</p>	<p><b>Circus</b> <u>Skills</u> Use voices expressively</p> <p><u>Activities</u> Perform greatest showman songs</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, voice, make / control long and short sounds</p>	<p><b>Let's Fly Away</b> <u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from different parts of the world.</p> <p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence</p>	<p><b>Let's Fly Away</b> <u>Skills</u> Describing music</p> <p><u>Activities</u> Listening to and evaluating music from different parts of the world.</p> <p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling</p>	<p><b>Ancient Greeks</b> <u>Skills</u> Performance (vocal) and composition.</p> <p><u>Activities</u> Performing Egyptian songs. Composing Egyptian songs.</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively</p> <p>Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, ostinato, pentatonic scale stave, note names, minim, crotchet, semibreve, rest</p>	<p><b>Ancient Greeks</b> <u>Skills</u> Performance (vocal) and composition.</p> <p><u>Activities</u> Performing Egyptian songs. Composing Egyptian songs.</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p> <p>Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, ostinato, pentatonic scale stave, note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature</p>

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<b>Autumn 2</b>	<p><b><u>Topic linked to theatre visit</u></b>  <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>Key Vocabulary</u>                      Sing, melody, play, instrument, rhythm</p>	<p><b><u>Topic linked to theatre visit</u></b>  <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>Key Vocabulary</u>                      Sing, melody, play, instrument, voice, make / control long and short sounds, rhythm</p>	<p><b><u>Stone Age to Iron Age</u></b>  <u>Skills</u>                      Performing music (vocal)</p> <p><u>Activities</u>                      Viking saga songs (with variety of styles and skills)</p> <p><u>Key Vocabulary</u>                      Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts</p>	<p><b><u>Stone Age to Iron Age</u></b>  <u>Skills</u>                      Performing music (vocal)</p> <p><u>Activities</u>                      Viking saga songs (with variety of styles and skills)</p> <p><u>Key Vocabulary</u>                      Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness</p>	<p><b><u>Shakespeare</u></b>  <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.                      Play a Mambo pulse using percussion instruments.</p> <p><u>Key Vocabulary</u>                      Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments</p> <p>Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively</p>	<p><b><u>Shakespeare</u></b>  <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.                      Play a Mambo pulse using percussion instruments.</p> <p><u>Key Vocabulary</u>                      Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning</p> <p>Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony,</p>

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						drone, ostinato, accompaniment
<b>Spring 1</b>	<p><b>London</b> Vocal and instrumental performance Composition</p>	<p><b>London</b></p>	<p><b>Rainforest</b> <u>Skills</u> Composing and transcribing music</p> <p><u>Activities</u> Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation.</p> <p><u>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score</p>	<p><b>Rainforest</b> <u>Skills</u> Composing and transcribing music</p> <p><u>Activities</u> Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation.</p> <p><u>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone</p>	<b>Wild Weather</b>	<b>Wild Weather</b>
<b>Spring 2</b>	<p><b>Megastructures</b> <u>Skills</u> Play tuned and untuned instruments musically</p> <p><u>Activities</u> Create music through art</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument</p>	<p><b>Megastructures</b> <u>Skills</u> Play tuned and untuned instruments musically</p> <p><u>Activities</u> Create music through art</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, voice, make / control long and short sounds</p>	<p><b>Egypt</b> <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>Key Vocabulary</u> Melody, play, instrument,</p>	<p><b>Egypt</b> <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>Key Vocabulary</u> Melody, make / control</p>	<p><b>To Infinity and Beyond - Space</b> <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>Key Vocabulary</u> Sing, melody, voice, make / control long and short</p>	<p><b>To Infinity and Beyond - Space</b> <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>Key Vocabulary</u> Sing, melody, voice, make / control long and short</p>

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			make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned	long and short sounds, rhythm, pitch, in tune, parts, control, awareness, tuned, untuned, notes	sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively  Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments	sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment  Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning
<b>Summer 1</b>	<p><u>Skills</u> Explore beat using movement, body percussion and instruments.</p> <p><u>Activities:</u> Music express unit: Machines</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, beat</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>Key Vocabulary</u> Melody, play, instrument names, voice, make / control long and short sounds, rhythm, beat</p>	<p><u>Chocolate</u> <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>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence</p>	<p><u>Chocolate</u> <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>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling</p>	<p><b>WW1 (whole term)</b> <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>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, stave, note names, minim,</p>	<p><b>WW1 (whole term)</b> <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>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, ostinato, pentatonic scale stave,</p>
<b>Summer 2</b>	<p><u>Skills</u> Listen to high quality live music Experiment, create, select and combine</p>	<p><u>Skills</u> Listen to high quality live music Experiment, create, select and combine</p>	<p><b>Pots and Canals</b> <u>Skills</u> Performing music (instrumental)</p>	<p><b>Pots and Canals</b> N/A</p>		

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	<p>sounds</p> <p><u>Activities</u> Sounds of the sea How music can evoke Emotions</p> <p><u>Key Vocabulary</u> Beat</p>	<p>sounds</p> <p><u>Activities</u> Sounds of the sea How music can evoke Emotions</p> <p><u>Key Vocabulary</u> Beat, timbre, dynamics, pitch</p>	<p><u>Activities</u> African djembe drumming whole class lessons.</p> <p><u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, djembe drum, pulse, ostinato, rhythm, beat</p>		<p>crotchet, semibreve, rest</p>	<p>note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature</p>

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>	
<b>Autumn 1</b>	<p><u>Dungeons and Dragons</u></p> <p><u>Skills</u> Listen with concentration</p> <p><u>Activities</u> Listen and identify Instruments</p> <p><u>Key Vocabulary</u></p>	<p><u>Dungeons and Dragons</u></p> <p><u>Skills</u> Listen with concentration</p> <p><u>Activities</u> Listen and identify Instruments</p> <p><u>Key Vocabulary</u></p>	<p><u>Romans</u></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>Romans</u></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>WW2</u></p> <p><u>Skills</u> Appreciation of music Performance</p> <p><u>Activities</u> Songs include: - Everything stops for tea - We'll meet</p>	<p><u>WW2</u></p> <p><u>Skills</u> Appreciation of music Performance</p> <p><u>Activities</u> Songs include: - Everything stops for tea - We'll meet</p>	



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	<p>Beat</p>	<p>Beat, timbre, dynamics, pitch</p>	<p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence</p>	<p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling</p>	<p>again - Run, Rabbit, Run Music from War of the worlds</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively</p>	<p>again - Run, Rabbit, Run Music from War of the worlds</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p>
<p><b>Autumn 2</b></p>	<p><b><u>Georgia O’Keeffe (Art and music focus)</u></b></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>Key Vocabulary</u> Sing, melody, play, instrument</p>	<p><b><u>Georgia O’Keeffe (Art and music focus)</u></b></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>Key Vocabulary</u> Sing, melody, play, instrument, voice, make / control long and short sounds</p>	<p><b><u>Volcanoes</u></b></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>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts</p>	<p><b><u>Volcanoes</u></b></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>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness</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>Key Vocabulary</u> Pitch, dynamics, tempo, timbre, texture, lyrics,</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>Key Vocabulary</u> Pitch, dynamics, tempo, timbre, texture, lyrics,</p>



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					<p>melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments</p> <p>Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively</p>	<p>melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning.</p> <p>Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment</p>
<b>Spring 1</b>	<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>Key Vocabulary</u> Sing, melody</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>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds</p>	<p><b>Vikings</b> <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>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence</p>	<p><b>Vikings</b> <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>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling</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>Key Vocabulary</u> Pitch, dynamics, tempo, timbre, texture, lyrics,</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>Key Vocabulary</u> Pitch, dynamics, tempo, timbre, texture, lyrics,</p>

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					melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments	melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning
<b>Spring 2</b>	<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>Key Vocabulary</u> Timbre, texture</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>Key Vocabulary</u> Timbre, texture</p>	<p><b>Bollywood</b></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>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score</p>	<p><b>Bollywood</b></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>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone</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>Key Vocabulary</u> Composer, Baroque, Classical, Romantic, Modern, Contemporary</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>Key Vocabulary</u> Composer, Baroque, Classical, Romantic, Modern, Contemporary</p>
<b>Summer 1</b>	N/A	N/A	<p><b>Victorians</b></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</p>	<p><b>Victorians</b></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</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>Key Vocabulary</u></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>Key Vocabulary</u></p>

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			to local industry. <u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned	to local industry. <u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, notes	Composer, Baroque, Classical, Romantic, Modern, Contemporary	Composer, Baroque, Classical, Romantic, Modern, Contemporary
<b>Summer 2</b>	<u>Skills</u> Use their voice expressively Play tuned and untuned instruments musically  <u>Activities</u> Ugly Bug Ball-sing the song and add instruments.  <u>Key Vocabulary</u> Sing, melody, play, instrument	<u>Skills</u> Use their voice expressively Play tuned and untuned instruments musically  <u>Activities</u> Ugly Bug Ball-sing the song and add instruments.  <u>Key Vocabulary</u> Sing, melody, play, instrument, voice, make / control long and short sounds	<u>Puppets</u> <u>Skills</u> Performing music (instrumental)  <u>Activities</u> African djembe drumming whole class lessons.  <u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, djembe drum, pulse, ostinato, rhythm, beat	<u>Puppets</u> N/A		

