

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>
Autumn 1	<p>Circus <u>Skills</u> To Describe Music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Recognise different</p> <p><u>Activities</u> Perform greatest showman songs and learning different musical instruments that are used for these songs.</p> <p>Music Express: Patterns</p> <p><u>Skills:</u> Beat</p> <p><u>Activities:</u> Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, dynamics, pitch</p>	<p>Circus <u>Skills</u> To Describe Music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Recognise different</p> <p><u>Activities</u> Perform greatest showman songs and learning different musical instruments that are used for these songs.</p> <p>Music Express: Patterns</p> <p><u>Skills:</u> Beat</p> <p><u>Activities:</u> Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, voice, make / control long and short sounds, dynamics, pitch</p>	<p>Let's Fly Away <u>Skills</u> Listen to and evaluate 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>Let's Fly Away <u>Skills</u> Listen to and evaluate 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>Ancient Greeks <u>Skills</u> Performing music (vocal) History</p> <p><u>Activities</u> Performing as an ensemble. Singing a round. Researching ancient music.</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>Ancient Greeks <u>Skills</u> Performing music (vocal) History of music</p> <p><u>Activities</u> Performing as an ensemble. Singing a round. Researching ancient music.</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>

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Autumn 2	<p><u>Art / Music focus (based on theatre visit / nativity)</u></p> <p>To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p> <p>Music Express: Seasons <u>Skills:</u> Pitch</p> <p><u>Activities:</u> The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, pitch</p>	<p><u>Art / Music focus (based on theatre visit / nativity)</u></p> <p>To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p> <p>Music Express: Toys <u>Skills:</u> Beat and tempo</p> <p><u>Activities:</u> The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, voice, make / control long and short sounds, pitch</p>	<p><u>Stone Age to Iron Age Skills</u> Listen to and evaluate music Composing and transcribing</p> <p><u>Activities</u> Listen to 'Peter and the Wolf' – identify motifs and instruments Compose motifs for Ug and family using glockenspiels</p> <p><u>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone</p>	<p><u>Stone Age to Iron Age Skills</u> Listen to and evaluate music Composing and transcribing</p> <p><u>Activities</u> Listen to 'Peter and the Wolf' – identify motifs and instruments Compose motifs for Ug and family using glockenspiels</p> <p><u>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone</p>	<p><u>Shakespeare 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> Pulse, rhythm, pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments</p> <p>Make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, expressively</p>	<p><u>Shakespeare Skills</u> Listen to and evaluate 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> Pulse, rhythm, 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, drone, ostinato, accompaniment</p>
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Spring 1	<p><u>Great Fire of London</u> Skills Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (duration, dynamics and pitch) Choose sounds to create an effect Sequence sounds to create an overall effect. Create short, musical patterns and rhythmic phrases.</p> <p>Activities To use the song 'London's Burning' to be able to create a new composition with body percussion and simple instruments.</p> <p>Music Express: Water</p> <p>Skills: Pitch and compositions</p> <p>Activities: The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p>Key Vocabulary</p>	<p><u>Great Fire of London</u> Skills Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (duration, dynamics and pitch) Choose sounds to create an effect Sequence sounds to create an overall effect. Create short, musical patterns and rhythmic phrases.</p> <p>Activities To use the song 'London's Burning' to be able to create a new composition with body percussion and simple instruments.</p> <p>Music Express: Water</p> <p>Skills: Pitch and compositions</p> <p>Activities: The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p>	<p><u>Rainforest</u> Skills Composing and transcribing music</p> <p>Activities Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation.</p> <p>Paper Groove – Music Express</p> <p>Key Vocabulary Compose, create effects, repeated patterns, graphic score</p>	<p><u>Rainforest</u> Skills Composing and transcribing music</p> <p>Activities Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation.</p> <p>Paper Groove – Music Express</p> <p>Key Vocabulary Compose, create effects, repeated patterns, graphic score, accompaniment, drone</p>	<p><u>Wild Weather</u> Skills Identify instruments of the orchestra. Listen to and reflect on music</p> <p>Activities Using websites etc to identify instruments of the orchestra. Storm (Benjamin Britten) - listening, create image, identify musical features, reflect and evaluate</p> <p>Key Vocabulary Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments</p>	<p><u>Wild Weather</u> Skills Identify instruments of the orchestra. Listen to and evaluate music</p> <p>Activities Using websites etc to identify instruments of the orchestra. Storm (Benjamin Britten) - listening, create image, identify musical features, reflect and evaluate</p> <p>Key Vocabulary 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>
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	Beat, dynamics, pitch	<u>Key Vocabulary</u> Beat, timbre, dynamics, pitch				
Spring 2	<p>United Kingdom Music Express: Weather</p> <p><u>Skills:</u> Exploring Sounds.</p> <p><u>Activities:</u> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p><u>Key Vocabulary</u> melody, play, instrument names, beat</p>	<p>United Kingdom Music Express: Our Land</p> <p><u>Skills:</u> Exploring Sounds</p> <p><u>Activities:</u> The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p><u>Key Vocabulary</u> melody, play, instrument names, beat, make / control long and short sounds</p>	<p>Egypt <u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> Performing Egyptian songs. Composing Egyptian songs. Amazing Egyptians – Music Express</p> <p><u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned</p>	<p>Egypt <u>Skills</u> Performing music (instrumental)</p> <p><u>Activities</u> Performing Egyptian songs. Composing Egyptian songs. Amazing Egyptians – Music Express</p> <p><u>Key Vocabulary</u> Melody, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, tuned, untuned, notes</p>	<p>To Infinity and Beyond - Space <u>Skills</u> Vocal / Instrumental performance Composition Transcription</p> <p><u>Activities</u> Music express unit – Solar system: Vocal performance Use of percussion to Compose and perform piece of music Transcribe using graphic score</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, stave, note names, minim, crotchet, semibreve, rest</p>	<p>To Infinity and Beyond - Space <u>Skills</u> Vocal / Instrumental performance Composition Transcription</p> <p><u>Activities</u> Music express unit – Solar system: Vocal performance Use of percussion to Compose and perform piece of music Transcribe using graphic score</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,</p>

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						pentatonic scale staff, note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature
Summer 1	<p><u>Real Life Superheroes</u> <u>Skills</u> To Transcribe: Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Activities</u> To use different occupations of people for inspiration of transcribing. Use of different body percussion pictures to help come up with their own simple rhythms for the different occupations.</p> <p>Music Express: Ourselves</p> <p><u>Skills:</u> Exploring Sounds.</p> <p><u>Activities:</u> The children explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story.</p> <p><u>Key Vocabulary</u></p>	<p><u>Real Life Superheroes</u> <u>Skills</u> To Transcribe: Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Activities</u> To use different occupations of people for inspiration of transcribing. Use of different body percussion pictures to help come up with their own simple rhythms for the different occupations.</p> <p>Music Express: Weather</p> <p><u>Skills:</u> Exploring Sounds</p> <p><u>Activities:</u> The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p>	<p><u>Chocolate</u> <u>Skills</u> Describing music Performing music (Instrumental)</p> <p><u>Activities</u> Listening to and describing film music (links to dance in PE)</p> <p>Recorders (Year 3)</p> <p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence</p>	<p><u>Chocolate</u> <u>Skills</u> Describing music Performing music (Instrumental)</p> <p><u>Activities</u> Listening to and describing film music (links to dance in PE)</p> <p>Djembe drumming (Year 4)</p> <p><u>Key Vocabulary</u> Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling</p>	<p><u>WW1 (whole term)</u> <u>Skills</u> Performance (Both vocal and instrumental year 5, Vocal year 6)</p> <p><u>Activities</u> Children learn and perform a range of songs about WW1 and also from the period (Archie Dobson’s War). Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6)</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><u>WW1 (whole term)</u> <u>Skills</u> Performance (Both vocal and instrumental year 5, Vocal year 6)</p> <p><u>Activities</u> Children learn and perform a range of songs about WW1 and also from the period (Archie Dobson’s War). Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6)</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>

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	<p>Melody, play, instrument names, beat</p>	<p><u>Key Vocabulary</u> Melody, play, instrument names, voice, make / control long and short sounds, rhythm, beat</p>				
<p>Summer 2</p>	<p><u>Megastructures</u> Music Express: Machines Skills: Beat</p> <p><u>Activities:</u> The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, beat</p>	<p><u>Megastructures</u> Music Express: Number Skills: Beat</p> <p><u>Activities:</u> The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, voice, make / control long and short sounds, rhythm, beat</p>	<p><u>Pots and Canals</u> Skills Performing music (instrumental) and composition</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, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, pulse, ostinato, rhythm, beat</p>	<p><u>Pots and Canals</u> Skills Performing music (instrumental) and composition</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, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, pulse, ostinato, rhythm, beat</p>		

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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>Castles and Dragons <u>Skills</u> To Transcribe: Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Activities</u> To use flash cards with different medieval era (kings, queens, dragon, etc) and then using these to come up with their own rhythm and sounds.</p> <p>Music Express: Storytime</p> <p><u>Skills:</u> Exploring Sounds</p> <p><u>Activities:</u> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects and</p>	<p>Castles and Dragons <u>Skills</u> To Transcribe: Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Activities</u> To use flash cards with different medieval era (kings, queens, dragon, etc) and then using these to come up with their own rhythm and sounds.</p> <p>Music Express: Storytime</p> <p><u>Skills:</u> Exploring Sounds</p> <p><u>Activities:</u> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects and develop their own ideas</p>	<p>Romans <u>Skills</u> Performing music (vocal)</p> <p><u>Activities</u> Children learn and perform 'Just like a Roman' – Music Express</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts</p>	<p>Romans <u>Skills</u> Performing music (vocal)</p> <p><u>Activities</u> Children learn and perform 'Just like a Roman' – Music Express</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness</p>	<p>WW2 - Autumn 1 and 2 <u>Skills</u> Listen to and reflect on music Performance (instruments / vocal) Reading notation</p> <p><u>Activities</u> Listening to and evaluating popular songs from WW2 period including: - In the Mood - White Cliffs of Dover - Run, Rabbit, Run Reading notation to perform song on glockenspiels with additional percussion / singing Continued practice reading notation and performing on glockenspiels with Christmas songs</p> <p><u>Key Vocabulary</u></p>	<p>WW2 - Autumn 1 and 2 <u>Skills</u> Listen to and evaluate music Performance (instruments / vocal) Reading notation</p> <p><u>Activities</u> Listening to and evaluating popular songs from WW2 period including: - In the Mood - White Cliffs of Dover - Run, Rabbit, Run Reading notation to perform song on glockenspiels with additional percussion / singing Continued practice reading notation and performing on glockenspiels with Christmas songs</p> <p><u>Key Vocabulary</u></p>

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	<p>develop their own ideas using voices and percussion.</p> <p><u>Key Vocabulary</u> Beat</p>	<p>using voices and percussion.</p> <p><u>Key Vocabulary</u> Beat, timbre, dynamics, pitch</p>			<p>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>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>
Autumn 2	<p><u>Art / Music focus (based on theatre visit / nativity)</u></p> <p><u>Skills</u> To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p> <p>Music Express: Number <u>Skill:</u> Beat</p> <p><u>Activities:</u> The children develop a sense of steady beat through using movement, body percussion and instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, pitch,</p>	<p><u>Art / Music focus (based on theatre visit / nativity)</u></p> <p><u>Skills</u> To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p> <p>Music Express: Seasons <u>Skills:</u> Pitch</p> <p><u>Activities:</u> The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p>	<p><u>Volcanoes</u></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>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts</p>	<p><u>Volcanoes</u></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>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, notes</p>	<p>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>Make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, expressively</p>	<p>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>Make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, expressively, harmony, drone, ostinato, accompaniment</p>

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	dynamics, make / control long and short sounds	<u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, duration, pitch, dynamics				
Spring 1	<p>World Kitchen Music Express: Our bodies Skills: Beat</p> <p>Activities: The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, beat</p>	<p>World Kitchen Music Express: Our bodies Skills: Beat</p> <p>Activities: The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, duration, pitch, dynamics, beat</p>	<p>Vikings Skills Performing music (vocal)</p> <p>Activities Viking Saga songs – BBC School Radio</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts</p>	<p>Vikings and Anglo Saxons Skills Performing music (vocal)</p> <p>Activities Viking Saga songs – BBC School Radio</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness</p>	<p>Rivers – Spring 1 and 2 Skills Listen to and evaluate music Compose music Perform as an ensemble</p> <p>Activities Listen to and evaluate 'Vltava' by Smetana (symphonic poem) Create image of river journey and show how composer has used music to describe this. Use percussion instruments to create sounds to accompany Ghanaian river story (Music Express – Riverbank). Perform the story as an ensemble.</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>Rivers – Spring 1 and 2 Skills Listen to and evaluate music Compose music Perform as an ensemble</p> <p>Activities Listen to and evaluate 'Vltava' by Smetana (symphonic poem) Create image of river journey and show how composer has used music to describe this. Use percussion instruments to create sounds to accompany Ghanaian river story (Music Express – Riverbank). Perform the story as an ensemble.</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>
Spring 2	<p>World Kitchen Skills To Describe Music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Activities To look at different cultures and countries music and to be able to describe the music and to</p>	<p>World Kitchen Skills To Describe Music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Activities To look at different cultures and countries music and to be able to describe the music and to</p>	<p>Bollywood Skills Performing (vocal / instrumental)</p> <p>Activities Listening and performing bhangra rhythms Music Express – Recycling Bhangra</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short</p>	<p>India Skills Performing (vocal / instrumental)</p> <p>Activities Listening and performing bhangra rhythms Music Express – Recycling Bhangra</p> <p><u>Key Vocabulary</u> Sing, melody, voice, make / control long and short</p>	<p>Rivers – Spring 1 and 2 Skills Listen to and evaluate music Compose music Perform as an ensemble</p> <p>Activities Listen to and evaluate 'Vltava' by Smetana (symphonic poem) Create image of river journey and show how composer has used music to describe this. Use percussion instruments to create sounds to accompany Ghanaian river story (Music Express – Riverbank). Perform the story as an ensemble.</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>Rivers – Spring 1 and 2 Skills Listen to and evaluate music Compose music Perform as an ensemble</p> <p>Activities Listen to and evaluate 'Vltava' by Smetana (symphonic poem) Create image of river journey and show how composer has used music to describe this. Use percussion instruments to create sounds to accompany Ghanaian river story (Music Express – Riverbank). Perform the story as an ensemble.</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>

MUSIC SUBJECT OVERVIEW

	<p>continue the beat of the songs.</p> <p>Music Express: Travel</p> <p><u>Skills:</u> Performance <u>Activities:</u> The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p><u>Key Vocabulary</u> Timbre, texture</p>	<p>continue the beat of the songs.</p> <p>Music Express: Travel</p> <p><u>Skills:</u> Performance <u>Activities:</u> The children learn a Tanzanian game song and accompany a traveling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive “theme park” music.</p> <p><u>Key Vocabulary</u> Timbre, texture</p>	<p>sounds, rhythm, pitch, in tune</p>	<p>sounds, rhythm, pitch, in tune, parts, control, awareness</p>	<p>Make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, expressively</p>	<p>Make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, expressively, harmony, drone, ostinato, accompaniment</p>
<p>Summer 1</p>	<p>Packmoor <u>Skills</u> To Compose: Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic phrases.</p> <p>Music Express: Our School</p>	<p>Packmoor <u>Skills</u> To Compose: Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic phrases.</p> <p>Music Express: Ourselves <u>Skills:</u> Exploring Sounds</p>	<p>Victorians and Puppets (Summer 1 and 2) <u>Skills</u> Listen to and evaluate music Transcription Performance (instrumental)</p> <p><u>Activities</u> Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation (staff) Year 3 – recorders</p>	<p>Victorians and Puppets (Summer 1 and 2) Listen to and evaluate music Transcription Performance (instrumental)</p> <p><u>Activities</u> Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation (staff) Year 4 – djembe drumming</p>	<p>Kensuke’s Kingdom (Summer 1 and 2) <u>Skills</u> Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6)</p> <p><u>Activities</u> Listen to music from Japan Compose using pentatonic scale Transcribe using staff and notation Perform compositions on glockenspiels</p>	<p>Kensuke’s Kingdom (Summer 1 and 2) <u>Skills</u> Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6)</p> <p><u>Activities</u> Listen to music from Japan Compose using pentatonic scale Transcribe using staff and notation Perform compositions on glockenspiels</p>

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	<p><u>Skills:</u> Exploring Sounds and Composition.</p> <p><u>Activities:</u> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, voice, rhythm, beat</p>	<p><u>Activities:</u> The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, voice, rhythm, beat</p>	<p><u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, notes</p>	<p><u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, notes</p>	<p>Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6)</p> <p><u>Vocabulary</u> 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>	<p>Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6)</p> <p><u>Vocabulary</u> 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>
<p>Summer 2</p>	<p><u>Bug's Life</u> To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Ugly Bug Ball Song- sing the song and add instruments.</p> <p>Music Express: Animals</p> <p><u>Skills:</u> Pitch</p>	<p><u>Bug's Life</u> To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Ugly Bug Ball Song- sing the song and add instruments.</p> <p>Music Express: Animals</p> <p><u>Skills:</u> Pitch</p>	<p><u>Puppets</u> <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>Puppets</u> <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>Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively</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>

MUSIC SUBJECT OVERVIEW

	<p><u>Activities:</u> The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument</p>	<p><u>Activities:</u> The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, voice, make / control long and short sounds</p>				
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