

## Music Overview

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>An Introduction to Music</b>	<b>Jazz</b>	<b>Hip Hop Music</b>	<b>World War 2</b>
	1. To understand the expectations of the music room.	1. To understand the expectations of the music room.	1. To understand the expectations of the music room.	1. To understand the expectations of the music room.
	2. To understand what music is and pitch. <i>Reading Lesson</i>	2. To learn and improvise a simple jazz melody. <i>Reading Lesson</i>	2. To sing a topic song with accurate tuning and diction.	2. To sing a topic song with accurate tuning and diction. <i>Reading Lesson</i>
	3. To begin to understand dynamics.	3. To learn and rehearse a pentatonic melody as a class.	3. To stick to my own part when singing.	3. To sing a song in two parts.
	4. To begin to understand tempo.	4. To improvise a melody experimenting with steps and leaps of pitch.	4. To develop an understanding of the context and history of hip-hop music. <i>Reading Lesson</i>	4. To compare, describe and evaluate music from the war time period.
	5. To understand duration.	5. To rehearse a jazz piece of music as an ensemble.	5. To rehearse a hip-hop song as a class.	5. To play music from the swing era.
	6. To apply the interrelated dimensions of music learnt to a class composition.	6. To rehearse a jazz piece of music as an ensemble.	6. To compose a class rap using Fresh Prince of Bel Air.	6. To rehearse a piece of swing music in a group.
7. To apply the interrelated dimensions of music learnt to a class performance.	7. To perform and evaluate a piece of jazz music	7. To create some ideas for verse one of a rap about Ancient Greece.	7. To perform a piece of swing music	
Autumn 2	<b>Samba</b>	<b>Jazz Composition</b>	<b>Hip Hop Composition</b>	<b>Major and Minor</b>
	1. To understand where Samba comes from.	1. To respond to a piece of music I have listened to through sound. <i>Reading Lesson</i>	1. To compose a rap about Ancient Greece. <i>Reading Lesson</i>	1. To understand what major and minor is.
	2. To begin to understand texture. <i>Reading Lesson</i>	2. To compose a 12 bar blues melody using symbols to record this.	2. To improvise a melody for an instrumental	2. To understand what a major and minor chord is.
	3. To rehearse simple rhythm patterns, keeping the pulse.	3. To compose and rehearse own 12 bar blues sequences using previous ideas	3. To rehearse composition for a performance.	3. To create a composition using major and minor keys
	4. To rehearse and structure a samba performance.	4. To perform and evaluate own compositions.	4. To perform and evaluate own composition in a group.	4. To create and perform a composition using major and minor keys.
	5. To perform samba rhythms to an audience.	5. To rehearse and perform a short Christmas song.	5. To begin to read standard notation.	5. To discuss lyric choices for a Christmas Song. <i>Reading Lesson</i>
	6. To learn to play a Christmas song as a class using boomwhackers.	6. To compose and rehearse own Christmas melody.	6. To plan a performance of a Christmas song.	6. To create an effective Christmas composition.
7. To read musical symbols to play a Christmas melody	7. To rehearse and perform own Christmas melody.	7. To rehearse and perform a Christmas song	7 To rehearse and perform own composition with confidence.	

	Year 3	Year 4	Year 5	Year 6
Spring 1	<b>Recorders</b>	<b>Canon</b>	<b>Beethoven</b>	<b>Ukulele</b>
	1. To listen with attention to detail and recall sounds from memory.	1. To listen with attention to detail and recall sounds from memory.	1. To develop an understanding of a famous composer Beethoven. <i>Reading Lesson</i>	1. To appreciate music drawn from different traditions. <i>Reading Lesson</i>
	2. To pitch small intervals accurately.	2. To control my breathing when I am singing.	2. To understand what a motif is as a compositional device.	2. To recap how to hold the ukulele correctly.
	3. To sing a song with a sense of shape and melody.	3. To sing a song pitching notes correctly.	3. To compose the rhythm for my motif.	3. To play the chords of C and F.
	4. To learn some facts about the recorder. <i>Reading Lesson</i>	4. To sing a round, sticking to my own part.	4. To compose the melody for my motif.	4. To play the chords of C, F and G.
	5. To hold the recorder with accuracy.	5. To understand canon as a musical device.	5. To understand how compositions can be created using technology.	5. To play the chords of C, F and G7 and G
	6. To understand staff notation 'b'	6. To discover, listen and appraise the musical works of Johann Pachelbel. <i>Reading Lesson</i>	6. To include a structure to my composition.	6. To play the chords of C, F, G7, G and C7.
7. To play the note 'b' with accuracy and control.	7. To perform a canon in an ensemble.	7. To evaluate and assess both my own and other children's work.	7. To perform in an ensemble with accuracy, fluency and expression.	
Spring 2	<b>Recorders</b>	<b>Djembe Drum</b>	<b>Class Orchestra</b>	<b>Pop Contemporary Music</b>
	1. To play the note 'a' and read this on the stave.	1. To understand where the Djembe comes from. <i>Reading Lesson</i>	1. To understand what the orchestra is and how this has changed over time. <i>Reading Lesson</i>	1. To develop an understanding of music in the 1950s.
	2. To play the notes 'a' and 'b' with accuracy and control.	2. To understand how to hold the djembe with the correct hand and body position.	2. To recognise instruments and group them.	2. To develop an understanding of music in the 1960s.
	3. To learn how to play the note g.	3. To understand pulse and play in time.	3. To recognise instrumental sounds	3. To develop an understanding of musical styles in the 1970s.
	4. To play the notes 'g', 'a' and 'b' with control.	4. To play different patterns with the left and right hand	4. To learn a piece of music for a class orchestra performance.	4. To develop an understanding of music styles in the 1980s. <i>Reading Lesson</i>
	5. To play the notes 'g', 'a' and 'b' with control and accuracy.	5. To understand call and response as a musical device.	5. To rehearse a piece of music for class orchestra performance.	5. To develop an understanding of the structure of pop music
	6. To learn a song for a performance. <i>Reading Lesson</i>	6. To compose a class performance.	6. To rehearse a piece of music for class orchestra performance.	6. To compose own pop song.
7. To perform in a recorder ensemble.	7. To perform a class performance	7. To perform and evaluate a class orchestra performance.	7. To compose and or perform own pop song.	

	Year 3	Year 4	Year 5	Year 6
Summer 1	<b>Introduction to the Orchestra</b>	<b>Tudors</b>	<b>Samba</b>	<b>Djembe</b>
	1. To listen to and respond to music creatively.	1. To discover which instruments were used in the Tudor times. <i>Reading Lesson</i>	1. To listen carefully to recorded music making statements about these. <i>Reading Lesson</i>	1. To read and explore African folk tales associated with the Djembe. <i>Reading Lesson</i>
	2. To understand what the orchestra is. <i>Reading Lesson</i>	1. To listen carefully to recorded music and make statements about what I have heard.	2. To understand how to play the different samba instruments.	2. To understand the three ways to play the djembe drum.
	3. To name and recognise instruments of the orchestra.	3. To compose my own rhythm	3. To play samba rhythms to the correct pulse.	3. To play different rhythms at the same time.
	4. To use orchestral sounds to compose music.	4. To compose my own fanfare.	4. To be able to play different samba rhythms at the same time.	4. To understand music has a structure.
	5. To use orchestral sounds to compose music with a structure	5. To plan a performance of a fanfare composition.	5. To understand how call and response is used for effect in samba music.	5. To compose a group djembe drum performance.
	6. To compose music for a story using orchestral sounds.	6. To rehearse a fanfare performance in a group.	6. To rehearse a class samba piece for a performance.	6. To rehearse a group djembe drum performance
	7. To perform and evaluate own compositions.	7. To perform my own fanfare.	7. To evaluate a class Samba band performance.	7. To perform a group djembe drum performance.
Summer 2	<b>Year Three Concert</b>	<b>Ukulele</b>	<b>Journey into Space</b>	<b>Film Music</b>
	1. To share ideas and follow and suggest musical instructions. <i>Reading Lesson</i>	2. To learn where the ukulele came from. <i>Reading Lesson</i>	1. To understand how the interrelated dimensions of music can be used to create different moods and effects. <i>Reading Lesson</i>	1. To develop an understanding of how music can be used in films and the history of this. <i>Reading Lesson</i>
	2. To share ideas and follow and suggest musical instructions	2. To understand how to hold the ukulele.	2. To explore sounds which can be used to create a rocket lift off sequence.	2. To explore different ways to be creative with technology, instruments and voice.
	3. To rehearse for a concert	3. To learn to play the chord of C.	3. To discuss some ideas for a planet composition	3. To create a structure for the music.
	4. To rehearse for a concert	4. To learn to play the chord of F.	4. To begin to compose a piece of music for 'Journey into space'	4. To compose music for a short film.
	5. To evaluate a performance	5. To learn to play the chord of G.	5. To compose a piece of music to describe, 'A journey into space'.	5. To compose music for a short film.
	6. To collate ideas for a soundscape	6. To rehearse chord patterns on the ukulele.	6. To rehearse a composition as a group in preparation for a performance	6. To make any final changes to compositions
	7. To compose a soundscape to describe our school.	7. To perform a song on the ukulele.	7. To perform group composition and evaluate my own and others work.	7. To perform and evaluate film music composition.