

Year 3 Music Medium Term Overview							
Topic	Autumn 1		Autumn 2 Home and Away	Spring 1 A Peachy Adventure	Spring 2 A Step Back In Time	Summer 1 What Lies Beneath	Summer 2 Raiders and Invaders
<b>Unit and Outcome</b> KB	<b>Pitch and Duration</b>		<b>Dynamics and Structure</b>	<b>Structure and Tempo</b> <b>SCRATCH JATGP ( speak to STU)</b>	<b>Texture and Timbre</b>	<b>Dynamics and Tempo</b>	<b>Texture and Pitch</b>
	Perform a range of popular ensemble pieces. Use of djembe drums to introduce musical concepts. Kodaly pitch activities and games.		Perform African and European music using notation and rhythm Performances of 'Che Che Koolay' with their partner and a selection of Christmas songs in different languages. Echo. Senuwa De Dende in a Round.	Compose and perform simple pieces on percussion instruments in Ternary form. Also create pieces to describe certain minibeasts. Compose pieces to show what each character may sound like.	Look at some of the history of classical and popular music over the years and introduce a range of orchestral instruments. Learn to play Twinkle Twinkle.	Compose and perform film soundscapes based on a sea creature of their choice using either glockenspiels or percussion.	Focusing on 'Treasure Island' from BBC Treasure Island. Listen to and evaluate some real Blues Songs . Play some pieces on the recorder.
<b>Topic Specific Vocabulary</b>	Solfege	<b>Graphic Score</b>	Round	Ternary Form	Glockenspiel	Improvisation	Tonguing
<b>Subject Specific Vocabulary</b>	Rhythm	<b>Tempo</b>	Forte	Notation March	Family	Soundscape	Chorus
<b>General Vocabulary</b>	Beat	<b>Analyse</b>	Echo	Composition	Pitch	Mood	Evaluating
<b>Prior Learning</b>							
<b>Later Learning</b>	In year 4 pupils will be taught to perform a 'graphic score story'.		In Year 4 pupils will be taught how to write songs using a standard song structure.	In Year 4 pupils will be taught how to create a rap using a typical song structure.	In Year 4 pupils will be taught About the History of Music.	In Year 4 pupils will be taught how to create Moon soundscapes and do some music technology composition.	In Year 4 pupils will be taught how to create a Save Our Species film score.
<b>Year 3 National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Learning about pitch and duration.</li> <li>Improvise rhythms on untuned instruments.</li> <li>Understand pitch and tempo and how it can be used to communicate different effects.</li> <li>Sing simple songs in unison with clear</li> </ul>		<ul style="list-style-type: none"> <li>Looking at Dynamics and Tempo.</li> <li>Clap back a simple rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and compare sounds in simple music (with a simple melody and harmony.)</li> <li>Looking at Dynamics and Tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Elements- Structure and Duration.</li> <li>Sing simple songs in 2 parts as a round.</li> <li>Learn to perform and play with developing control.</li> <li>An orchestra is a group.</li> </ul>	<ul style="list-style-type: none"> <li>Elements- dynamics and tempo.</li> <li>Combine different ideas together.</li> <li>Identify basic instruments eg drum elements (kit/percussion/snare).</li> <li>Identify instruments from a music family</li> </ul>	<ul style="list-style-type: none"> <li>Elements- texture and timbre.</li> <li>Understanding the context that the music eras that have been looked at have come from.</li> </ul>

	<p>diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> <li>Memorise simple songs and be able to recall.</li> <li>Playing instruments ,listening and responding .</li> </ul>		<ul style="list-style-type: none"> <li>Clap back a simple rhythm.</li> </ul>		<p>e.g. woodwind instruments</p> <ul style="list-style-type: none"> <li>Improvisation is when you make up a piece of music based on either some given notes or a given rhythm.</li> </ul>	
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Tempo means speed.</li> <li>Pitch means high and low.</li> <li>A 'fly' is worth 1 beat and 'spider' is a pair of quavers worth 1 beat in total. Each part of the spider is half 1/2 a beat each.</li> <li>A beat is a pulse that remains the same throughout the music but can be fast or slow.</li> <li>Rhythms fit into a beat.</li> <li>Solfege is the method of labelling different pitches. The sounds consist of do, re, mi , fa, so la, ti and do.</li> <li><b>Tempo means speed</b></li> <li><b>Pitch means high and low.</b></li> <li><b>What a graphic score is and what it looks like.</b></li> </ul>	<ul style="list-style-type: none"> <li>A Round is when one group starts singing a song and then another group joins in at a later point.</li> <li>Forte means Loud and Piano means Quiet.</li> <li>An Echo is when somebody sings a line of a song and somebody sings it back.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding why it is important to warm up our voice before we sing.</li> <li>Knowing how to take care of the instruments (Year 3 need training in this)</li> <li>On the glockenspiel the longer the bar the lower the note and the shorter the bar the higher the note</li> <li>Binary form is a type of musical structure where a tune is then followed by a different tune.</li> </ul>	<ul style="list-style-type: none"> <li>An orchestra is a large group of instruments divided into 4 different families; -strings , woodwind, brass and percussion.</li> <li>The bigger the bar on a glockenspiel, the lower the note. The smaller the bar, the higher the note.</li> </ul>	<ul style="list-style-type: none"> <li>Film music is called a score.</li> <li>Film music changes to create an atmosphere.</li> <li>Remembering and understanding new musical dynamic words: crescendo, fortissimo.</li> </ul>	<ul style="list-style-type: none"> <li>'Blues' is a type of Jazz music that represents a difficult time in someone's life.</li> <li>A sequence is a repeating pattern that goes up or goes down.</li> <li>The recorder is a wind instrument that you blow.</li> <li>Tonguing is when you put your tongue on the edge of the mouth piece to separate the sounds.</li> </ul>
<b>Year 3 Music Skills learning strands</b>	<b>Listening and Appraising</b>	<ul style="list-style-type: none"> <li>-Listen to a piece of music and clap the beat along to it.</li> <li>-Clap back a simple rhythm.</li> <li>-Identify a chorus in a song.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify when to start singing in a round.</li> <li>-Identify genres e.g. pop, folk, classical, rap, rock, world music</li> <li>-Identify classroom instruments and describe their timbre.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the structure in a song eg Binary, Ternary and 12 bar blues.</li> <li>-Recognise a chorus in a song.</li> <li>-Listen to a piece of music and clap the beat along to it.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the different elements in a piece of music.</li> <li>-Describe the dynamics in a piece of music</li> <li>-Identify classroom instruments and describe their timbre.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify different elements in a piece of music.</li> <li>-Clap back a single rhythm.</li> </ul>
	<b>Performance</b>	<p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>-Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression</li> <li>-Sing whilst using SOLFEGE.</li> <li>-Perform actions confidently and in time to a range of action songs.</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-Perform actions confidently and in time to a range of action songs.</li> <li>-Learn about posture and warm ups and the importance of these.</li> <li>-Use clear diction and articulation.</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-Perform forte and piano when singing . Learn about posture and warm ups and the importance of these.</li> </ul>	<p><b>Singing</b></p> <p><b>WHAT TO WRITE HERE</b></p>	<p><b>Singing</b></p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression</p>

	<ul style="list-style-type: none"> <li>-Learn about posture and warm ups and the importance of these.</li> </ul> <p><b>Instrumental Performance;</b></p> <ul style="list-style-type: none"> <li>-Keep a steady pulse</li> <li>-Play simple rhythms from traditional notation/graphic notation</li> <li>-Demonstrate the difference between pulse and rhythm</li> <li>-HOW TO IMPROVE, 2 STARS AND A WISH</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage children who would like to sing short group solos.</li> <li>- Performing simple songs in a different language.</li> </ul> <p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>-Keep a steady pulse</li> <li>- Play simple rhythms from traditional notation/graphic notation</li> <li>-Demonstrate the difference between pulse and rhythm</li> <li>- Play a simple melody solo or in a group</li> <li>-Show awareness and blend with others when performing</li> </ul>	<ul style="list-style-type: none"> <li>-Use clear diction and articulation</li> </ul> <p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>-Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> <li>-HOW TO IMPROVE, 2 STARS AND A WISH</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>-Use dot notation to show higher or lower pitch.</li> <li>- Play a simple melody solo or in a group</li> <li>-Learn about whether a note is 'high' or 'low on a stave</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>-Show awareness and blend with others when performing</li> <li>-HOW TO IMPROVE, 2 STARS AND A WISH</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>-Show awareness and blend with others when performing.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Create rhythm pieces using 'flies' and 'spiders.'</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> <li>• Create and play a simple graphic score on a theme.</li> <li>• Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>• Introduce and understand the differences between crotchets and paired quavers.</li> <li>• HOW TO IMPROVE, 2 STARS AND A WISH</li> </ul>	<ul style="list-style-type: none"> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Improvise 'calls' and 'responses' on the djembe drum to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Create ternary form pieces on untuned percussion</li> <li>• Create rhythm pieces using 'flies' and 'spiders.'</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>-Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, notes , images (paintings and photographs) and musical sources.</li> </ul>	<p>Doesn't apply here? Ask Lucy?</p>	<ul style="list-style-type: none"> <li>• Create a soundscape or story – include, pitch, tempo and a start/ending.</li> </ul> <p><b>Improvisation.</b></p> <ul style="list-style-type: none"> <li>-Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, notes , images (paintings and photographs) and musical sources.</li> </ul>	

				stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.			
<b>Inspirational People</b>	<ul style="list-style-type: none"> <li>• Camille Saint-Saens</li> <li>• Do re mi- Sound of Music</li> </ul>	<ul style="list-style-type: none"> <li>• George Gershwin</li> <li>• The Lion King.</li> </ul>	<ul style="list-style-type: none"> <li>• Ludwig Van Beethoven</li> <li>• Heart of Oak- The Central Band of the Royal British Legion</li> </ul>	<ul style="list-style-type: none"> <li>• Pentatonix</li> <li>• A selection of Baroque, Classical and Romantic and 20<sup>th</sup> Century music.</li> <li>• Young Persons guide to the orchestra.</li> </ul>	<ul style="list-style-type: none"> <li>• John Williams</li> </ul>	<ul style="list-style-type: none"> <li>• Holst and Copland.</li> </ul>	
<b>Linked Media</b>	<ul style="list-style-type: none"> <li>• Tikki Tikki Tembo</li> <li>• Carnival of the Animals- Saint-Saens.</li> <li>• Walking The Dog- George Gershwin</li> </ul>	<ul style="list-style-type: none"> <li>• Tikki Tikki Tembo.</li> <li>• Surprise Symphony - Joseph Haydn</li> <li>• Tracks from The Lion King.</li> <li>• Youtube videos of djembe drumming.</li> </ul>	<ul style="list-style-type: none"> <li>• Tikki Tikki Tembo.</li> <li>• Symphony Number 5- Ludwig Van Beethoven</li> <li>• Music from James and The Giant Peach</li> </ul>		<ul style="list-style-type: none"> <li>• Tikki Tikki Tembo.</li> <li>• Music from jaws- John Williams.</li> </ul>	<ul style="list-style-type: none"> <li>• Tikki Tikki Tembo</li> <li>• Music from BBC Treasure Island.</li> <li>• Runaway Blues , Ma Rainey</li> <li>• Call it Stormy Monday.</li> </ul>	

Year 4 Music Medium Term Overview							
Topic	Autumn 1 Into The Woods		Autumn 2 Villagers and Pillagers	Spring 1 The Nowhere Emporium	Spring 2 Tragic Titanic	Summer 1 Mission: Survival	Summer 2 S.O.S Save Our Species
Unit and Outcome	Dynamics and Duration  Create a graphic story based on alternative nursery rhymes.  Creating alternative lyrics to Incy Wincy Spider.	Dynamics and Pitch.  Create a piece of music to describe the movement of a wolf.	Tempo and Structure  Compose and perform simple pieces on the glockenspiel in Binary on the RECORDER.	Pitch and Tempo  Children create 'Spell Chants,' using a standard song structure. Children also learn to play songs using 2-3 different chords and create a recorder ostinato with chords to accompany their spell chant.	Dynamics and Tempo  Children sing about the Titanic whilst using ostinatos.  (YEAR 4 CLASSROOM UNIT HERE? CHECK with LUCIA.)	Structure and Pitch  Create Moon Pieces on laptops. Some children go to the Apple shop to participate in apple workshops for Garageband or Chrome Music.	Timbre and Dynamics  Children compose an 'Endangered Species' Film score and sing a range of songs about SOS  Children learn to write on a stave.

Topic Specific Vocabulary	Forte and Piano	Dynamics (volume)	Ternary and Binary form.	Chant	Ostinato	Loops	Crescendo
Subject Specific Vocabulary	Graphic Score	Interval (gap between 2 notes)	Score	Chorus	Piano	Time signature	Treble Clef
General Vocabulary	Beat	Leaping	Composition	Verse, Rondo Form	Accelerando	Editing	Emotions
Prior Learning	In Year 3 pupils were taught how to create sounds and short pieces to describe Minibeasts.	In Year 3 pupils were taught how to perform a piece of music on the glockenspiel in Ternary Form.	In Year 3 pupils were taught how to perform a range of popular pieces in group ensembles.	In Year 3 pupils were taught about music all about Treasure Islands and how to interpret them.	In Year 3 pupils were taught about using Ostinatos during their African Music unit and started looking at ostinatos on the djembe drums last half term.	In Year 3 pupils were taught how to create sounds and short pieces in order to describe Minibeasts.	
Later Learning	In Year 5 pupils will be taught more complicated rhythms when they learn The Cup Song from the film Pitch Perfect.	In Year 5 pupils will be taught how to compose a range of pieces using the interrelated dimensions of music.	In Year 5 pupils will be taught how to write songs using a standard song structure.	In Year 5 pupils will be taught how to compose parts of music using body percussion and cups.	In Year 5 pupils will be taught how to compose music for a fun fair on manuscript paper and learn how to write out their ideas.	In Year 5 pupils will be taught about the timbre of a range of orchestral instruments.	
Year 4 National Curriculum Objectives	To be able to improvise developing rhythmic and melodic material when performing.  Take into consideration purpose when writing compositions.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Listen with attention and detail and internalise and recall sounds with increasing aural memory.	Identify different instruments and why they were chosen.  Take into consideration purpose when writing compositions ( moon music)  Understand pitch, duration dynamics and silence and how they have been used to communicate different effects.	Play tuned and untuned instruments with control. Explore, choose, combine and organise musical ideas within musical structures.	
Essential Knowledge	<ul style="list-style-type: none"> <li>A graphic score is a form of writing down music using symbols.</li> <li>The symbols represent how to perform the music.</li> <li>There are different time signatures to show how many beats in a bar. 4/4 means that there are 4 beats in a bar. 3/4 mean that there 3 beats in a bar.</li> </ul>	<ul style="list-style-type: none"> <li>Ternary form is a piece of music written in ABA. It starts with a tune, followed by a different tune. The tune from the beginning reappears at the end.</li> <li>Binary form is a piece of music written in AB Form. A tune is played, followed by a completely different tune.</li> <li>Composition is</li> </ul>	<ul style="list-style-type: none"> <li>Structure is the way in which a piece of music or a song is constructed.</li> <li>Rondo form is ABACADAE. In other section, section A is frequently repeated and interspersed with different sections.</li> <li>A verse is a part of a song that is less catchy than a chorus, contains more words and is less memorable. Verses are used to give more information about a song.</li> </ul>	<ul style="list-style-type: none"> <li>Improvisation is making up a piece of music as you go along , based on some given notes or rhythms.</li> <li>Adagio is 'walking pace.'</li> <li>Allegro means 'fast'</li> <li>Soundscape is a musical background to accompany an image or an animation.</li> </ul>	<ul style="list-style-type: none"> <li>A loop is a recorded piece of music that repeats itself, usually throughout an entire piece of music.</li> <li>A time signature tells the performer how many beats are in each bar.</li> <li>Manuscript paper is a special type of paper that musicians use. It contains sets of five lines on it. Composers use it to write musical notes on.</li> <li>Ternary Form is when</li> </ul>	<ul style="list-style-type: none"> <li>Crescendo is when a piece of music gets louder.</li> <li>Diminuendo is when a piece of music gets quieter.</li> <li>A stave is a set of 5 lines that composers write music on.</li> <li>A film score is the name of music which accompanies a film or an animation</li> <li>A treble clef is a symbol which features at the beginning of most compositions.</li> <li>The higher the musical</li> </ul>	

		<p>your own piece of music that you have created.</p> <ul style="list-style-type: none"> <li>A score is the name of a completed piece of music. All the different musical parts have been written on it.</li> </ul>	<ul style="list-style-type: none"> <li>A fret board is where fingers are placed on the ukulele in order to play different chords.</li> <li>A sound hole is the round bit in the ukulele.</li> <li>A C chord is played by pressing finger 3 on the yellow sticker</li> <li>An A minor chord is played by pressing finger 2 on the yellow sticker.</li> <li>An F chord is played by pressing finger 1 and 2 on the yellow sticker.</li> </ul>		<p>a piece has three sections. The first and last sessions are the same but the middle section is different.</p> <ul style="list-style-type: none"> <li>Unison is when children sing the same tune together.</li> </ul>	<p>notes on the stave, the higher the notes.</p> <ul style="list-style-type: none"> <li>The lower the musical notes on the stave, the lower the notes.</li> </ul>
Year 4 Skills	Listening and Appraising	<ul style="list-style-type: none"> <li>Identify whether a piece is in <math>\frac{3}{4}</math> or <math>\frac{4}{4}</math> time.</li> <li>Describe and compare different pieces of music in terms of history, culture and purpose</li> <li>Accompany a piece of music with a set rhythm</li> <li>Clap and sing back part of the music and perform it as body percussion</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare different pieces of music in terms of history, culture and purpose</li> <li>Identify a verse and Chorus in a song</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare different pieces of music in terms of history, culture and purpose</li> <li>Identify a verse and Chorus in a song</li> <li>Accompany a piece of music with a set rhythm</li> <li>Clap and sing back part of the music and perform it as body percussion.</li> <li>Identify and describe the structure in a song eg Binary, Ternary or Rondo . Recognise a verse and chorus in a song</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe different textures, e.g. solo, duet, call and response , echo, harmony , unison, polyphony and ostinatos.</li> <li>Describe and compare different pieces of music in terms of history, culture and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Accompany a piece of music with a set rhythm</li> <li>Clap and sing back part of the music and perform it as body percussion</li> </ul> <p>Instrumental Music</p> <ul style="list-style-type: none"> <li>Children begin to conduct group performances.</li> <li>Performing polyphonic pieces, including one ostinato and a tune.</li> <li>Show and understand the etiquette of performance and communicate with confidence to an</li> </ul>

							audience
Performance	<p>Singing</p> <ul style="list-style-type: none"> <li>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> </ul> <p>Instrumental Performance</p> <ul style="list-style-type: none"> <li>Self-correct when going out of time</li> <li>Play longer and more complex rhythms</li> </ul>	<p>Singing</p> <ul style="list-style-type: none"> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul> <p>Instrumental Performance</p> <ul style="list-style-type: none"> <li>Alternate from playing the beat and playing the rhythm</li> </ul>	<p>Singing</p> <ul style="list-style-type: none"> <li>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>Learn about the difference between head voice and chest voice.</li> </ul> <p>Instrumental Performance</p> <ul style="list-style-type: none"> <li>Play a selection of 2 chords on the ukulele</li> <li>Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato)</li> </ul>	<p>Singing</p> <ul style="list-style-type: none"> <li>Learn about the difference between head voice and chest voice.</li> </ul> <p>Instrumental Performance</p> <ul style="list-style-type: none"> <li>Self-correct when going out of time</li> <li>Play longer and more complex rhythms</li> <li>Alternate from playing the beat and playing the rhythm</li> <li>Performing simple ostinatos as a group</li> </ul>	<p>Singing</p> <p>do I have to put something in every box?</p> <p>t</p> <p>Instrumental Performance</p> <ul style="list-style-type: none"> <li>Self-correct when going out of time</li> <li>Play longer and more complex rhythms</li> <li>Alternate from playing the beat and playing the rhythm</li> <li>Play a simple melody in 2 parts with 'step by step' movement</li> </ul>	<p>Singing</p> <ul style="list-style-type: none"> <li>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> <li>Learn about the difference between head voice and chest voice.</li> </ul> <p>Instrumental Performance.</p> <ul style="list-style-type: none"> <li>Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato)</li> <li>Play longer and more complex rhythms</li> </ul>	
Composition	<ul style="list-style-type: none"> <li>Create a 'parody' using a well-known nursery rhyme tune.</li> <li>Graphic symbols to represent dynamics and duration.</li> <li>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</li> </ul>	<ul style="list-style-type: none"> <li>Crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>Compose 2 bar phrases, writing a time signature and key signature.</li> </ul>	<p>Improvisation</p> <ul style="list-style-type: none"> <li>Improvise on a limited range of pitches on the instrument they are now learning,</li> </ul>	<p>Improvisation</p> <ul style="list-style-type: none"> <li>Begin to make compositional decisions about the overall structure of improvisations.</li> <li>Continue this process in the composition tasks below.</li> <li>Begin to include varied dynamics in the improvisations.</li> </ul>	<p>Improvisation</p> <ul style="list-style-type: none"> <li>Compose using music technology</li> <li>Create a piece on the computer using a given structure.</li> </ul> <p>Improvisation</p> <ul style="list-style-type: none"> <li>Making use of musical features including smooth (legato) and detached (staccato).</li> <li>Begin to make</li> </ul>	<ul style="list-style-type: none"> <li>Explore developing knowledge of musical components by composing music to create</li> <li>a specific mood, for example creating music to accompany a short film clip.</li> </ul> <p>Improvisation.</p> <ul style="list-style-type: none"> <li>Making use of musical features including</li> </ul>	

		<ul style="list-style-type: none"> <li>Improvisation           <ul style="list-style-type: none"> <li>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>Describe and compare different pieces of music in terms of history, culture and purpose</li> <li>Identify a verse and Chorus in a song.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Making use of musical features including smooth (legato) and detached (staccato).</li> </ul>			<ul style="list-style-type: none"> <li>compositional decisions about the overall structure of improvisations.</li> <li>Continue this process in the composition tasks below.</li> <li>Begin to include varied dynamics in the improvisations.</li> </ul>	<ul style="list-style-type: none"> <li>smooth (legato) and detached (staccato).</li> <li>Begin to make compositional decisions about the overall structure of improvisations.</li> <li>Continue this process in the composition tasks below.</li> <li>Begin to include varied dynamics in the improvisations.</li> </ul>
Inspirational People		<ul style="list-style-type: none"> <li>Andrew Lloyd Webber -</li> <li>Various songs from the Disney Film James and The Giant Peach.</li> </ul>	<ul style="list-style-type: none"> <li>Ludwig Van Beethoven-</li> <li>Mozart.</li> <li>Carmen by Georges Bizet.</li> </ul>	<ul style="list-style-type: none"> <li>George Gershwin</li> <li>Bob Marley.</li> </ul>	<ul style="list-style-type: none"> <li>John Williams.</li> <li>La Habenera from Carmen. Georges Bizet.</li> </ul>	<ul style="list-style-type: none"> <li>Sting And The Police</li> <li>Bolero by Ravel.</li> </ul>	<ul style="list-style-type: none"> <li>Hans Zimmer.</li> </ul>
Linked Media		<ul style="list-style-type: none"> <li>'Memory' from Cats</li> </ul>	<ul style="list-style-type: none"> <li>Tikki Tikki Tembo.</li> <li>Symphony Number 5; Ludwig Van Beethoven</li> </ul>	<ul style="list-style-type: none"> <li>'Rap with Me Kids' rap.</li> <li>Hold My Hand - Jess Glynne.</li> <li>Blue Danube Waltz- Johann Strauss II</li> <li>Three little birds. Bob Marley.</li> <li>Rhapsody in Blue by George Gershwin.</li> </ul>	<ul style="list-style-type: none"> <li>It Came Down - Traditional folk song about the Titanic.</li> <li>Jaws Main Theme, John Williams</li> </ul>	<ul style="list-style-type: none"> <li>'Walking On The Moon' - By Sting and the Police.</li> <li>Pachelbels Canon</li> </ul>	<ul style="list-style-type: none"> <li>Young Persons Guide to the Orchestra - Benjamin Britten</li> <li>'Earth' by Hans Zimmer</li> </ul>



Year 5 Music Medium Term Overview							
Topic	Autumn 1 A Land Faraway	Autumn 2 Into the Darkness	Spring 1 Walk Like an Egyptian	Spring 2 The Golden Age	Summer 1 A Twist in the Tail	Summer 2 Coasts	
<b>Unit and Outcome</b>	<b>Timbre and Duration</b>  Children learn and perform the song 'Miss You When You're Gone' from the film Pitch Perfect by using plastic cups and ukuleles ( strumming patterns) . Whole group Kodaly 'action' games outside to reinforce rhythm.	<b>Structure and Tempo</b>  Learn how to play 3-4 chords on the ukulele, including minor chords and perform a song using these chords and strumming patterns. Sing and perform the song 'Walking On The Moon' with a basic harmony and learning about what makes a minor scale.  <b>Duration and Dynamics</b> Create 'emotion' and mood pieces using percussion instruments based on space music.	<b>Pitch and Timbre</b>  Learn and perform a range of body percussion to include vocal percussion and beatboxing based on some Egyptian music. Also to write an Egyptian <b>song</b> verse and chorus based on a chosen topic about Ancient Egypt. Ukulele's used to accompany the songs. Using Incredibox to create various Beatboxing Textures.	<b>Texture and Tempo</b>  Explore music from Pakistan as they link it to Mahala. Then explore wider Islamic music. Explore the Call to Prayer-repetition of sounds. Read notation music linked to the Islamic music they will be hearing.	<b>Timbre and Dynamics</b>  Improvise and compose music for a range of purposes using the inter-related dimensions of music. Learn how to play an Ostinato and class arrangement of Adiemus on the Glockenspiel in small groups and as a whole class.  <b>Texture and Timbre</b> Djembe drumming. Rehearsing and performing as part of an ensemble.	<b>Structure and Duration</b>  Theme and Variations based on The Wellerman. Singing Sea Shanties. Own version of the Sea Shanty with instruments performing in groups of 4 or 5.	
<b>Topic Specific Vocabulary</b>	Semi quavers	Minor	<b>Percussion</b>	beat boxing	Baton	Ostinato <b>Bass, tone and slap</b>	Notation

Subject Specific Vocabulary	Timbre	Chords	<b>Rhythm</b>	Articulation	Orchestra	Stave	<b>Call and Response</b>	Theme and Variations.
General Vocabulary	Technique	Chorus	<b>Duration</b>	Verse	Collaboration	<b>Dimensions</b>	<b>Ensemble</b>	improvisation
Prior Learning	In Year 3 and 4, children were beginning to play rhythms using cups at the beginning of each lesson.	In Year 4, Children learnt 2-3 chords and used these chords to strum a beat. The beat was used as an accompaniment to their spell chants.	In Year 4, children learnt how to write short spell chants following a basic musical structure.	In year 3, children were taught about how to create and perform ostinatos. In year 4, children were taught how to use loops in Music Tech.	In Year 4 , children began to read notes on a stave.	In Year 4, children composed 'Endangered Species' film scores and learnt how to express what is happening in a film by using music.		
Later Learning	In Year 6, children will use body percussion to perform Ghanian Tribal songs and to create Ghanian Tribal pieces.	In Year 6, children will learn about the Pentatonic scale and will sing a song written using a pentatonic scale.	In Year 6, children will learn how to rap a very 'wordy' rap about the 12 Greek Gods. They will accompany this rap with tuned and untuned ostinatos.	In year 6, children will explore and learn the traditional Chinese song 'Mo Li Hua' which has been written in a pentatonic scale.	In Year 6, children will perform versions of fanfares on the glockenspiel.	In Year 6, Children to identify the shape of the music when listening to it.		
Year 5 National Curriculum Objectives	<ul style="list-style-type: none"> <li>When performing in groups, children can use listening skills to adjust their performance in relation to others.</li> <li>Understand basic rhythm when performing eg crotchets and be able to read notation on a stave.</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned instruments with increasing control</li> <li>Clap and sing parts of the music from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Understand pitch, duration, dynamics and silence, time and texture and how they have been used to communicate different effects.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts , using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to read basic notation, eg crotchet, semi quavers etc on a stave.</li> <li>Explore, choose combine and organise musical ideas within structures.</li> </ul>	<ul style="list-style-type: none"> <li>Children to identify the shape of the music when listening.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>		

<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>The song Miss You When You're Gone (the Cup Song) was written in 1931 and originally used for when people either went fishing or had to travel away from their families during the war.</li> <li>A semi quaver is a 'quarter' note. It is worth <math>\frac{1}{4}</math> of a beat on its own.</li> <li>A strumming pattern is a pattern that is strummed on the ukulele. It consists of either 'Up' strums or 'down' strums and shown by arrows pointing upwards or downwards.</li> <li>A chord is 2 or more notes played at the same time.</li> <li>A minor scale is a set of eight notes which, overall, create a sad sound.</li> <li>Strumming is when you move your thumb or finger from the top of the ukulele strings to the bottom.</li> <li>The duration of the notes needs to fit in the bar</li> <li>Changing the pitch and speed changes the feeling of the music</li> <li>changing the dynamics (loud &amp; quiet) alter the mood of the music</li> <li>Beatboxing are percussive sounds made by the mouth.</li> <li>A scale is a set of 8 notes that rises and falls.</li> <li>A rap is when words are spoken and performed rhythmically.</li> <li>Body percussion is when the body is used to make different sounds.</li> <li>A baton is a type of stick with a handle. It is used by a conductor to control how an orchestra plays.</li> <li>Accelerando is the Italian musical term for 'getting faster.'</li> <li>Rallentando is the Italian Musical term for 'getting slower.'</li> <li>An ostinato is a repeated musical pattern .</li> <li>An ostinato can be a rhythmical repeated pattern or a melodic repeated pattern.</li> <li>'Adiemus' is a piece inspired by African music. The words are made of a selection of syllables and sounds that are combined together.</li> <li>Improvisation is when you have a set of notes or a rhythm as a 'basis' and you use it to create a new piece of music that you don't write down.</li> <li>Call and response is a musical conversation. It's when one person does a 'call' on an instrument and somebody else 'responds' with an answer that is different to what was first played.</li> <li>Bass, tone and slap are three different ways to play a djembe drum. Bass is when the palm of the hand hits the centre of the djembe. Slap is when the palm of the hand hits the edge of the djembe. Tone is the highest sound on the djembe. Fingers should be completely relaxed and thrown towards the head of the drum by the arm and wrist.</li> <li>Theme and Variations is a structure of music where the main tune ( theme) is played. After that, several 'variations' of the tune are created using elements of the original tune to make a new tune.</li> <li>A sea shanty is a type of song that sailors used to sing at sea.</li> </ul>						
<p><b>Year 5 Skills</b></p>	<p><b>Listening and Appraising</b></p>	<ul style="list-style-type: none"> <li>-Accompany a piece of music with 2 different parts.</li> <li>-Identify whether a piece is in 3/4/4/4 or 5/4 time.</li> <li>-A class performing a 3 part piece by</li> <li>-Identify Chorus and Verses.</li> <li>-Recognise introduction, verse, chorus in a song</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and describe the parts in quartets and quintets.</li> <li>-Identify the various roles in an A cappella performances.</li> <li>-Compare 2 versions of the same song/music and discuss instruments, tempo, timbre</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the tempo and duration in a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>-Accompany a piece of music with 2 different parts.</li> <li>-Identify whether a piece is in 3/4/4/4 or 5/4 time.</li> <li>-A class performing a 3 part piece by listening to each other</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about the differences and similarities between different Variations in a Theme and Variations.</li> </ul>

		listening to each other		-Identify the roles of different singers in a group.			
	<b>Performance</b>	<p><b>Singing</b>            -Discuss how the voice box and vocal chords make sound in greater detail.            -Introduce speech-like singing.            -Some children start to lead unison singing and part singing</p> <p><b>Instrumental Performance</b>            -Play longer and more complex rhythms in different metres            -Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers, semi quavers and 2 semi quavers and a quaver.            -Understand the differences</p>	<p><b>Singing</b>            -Begin singing in 2 part harmony in small parts of the songs            -Some children start to lead unison singing and part singing</p> <p><b>Instrumental Performance</b>            - Play a piece using at least 3 chords            - Discuss and refine performances, deciding on appropriate tempo and dynamic            -Experiment with taking control of tempo and dynamics in group playing            -Following a conductor as a group ensemble</p>	<p><b>Singing</b>            -Sing polyphonic pieces.            -Discuss how the voice box and vocal chords make sound in greater detail.            - Introduce speech-like singing.            -Performing longer raps stylistically.</p> <p><b>Instrumental Performance.</b></p> <ul style="list-style-type: none"> <li>improvise a vocal or instrumental ostinato over a rap/song</li> </ul>	<p><b>Singing</b>            -Exploring more complicated songs in different languages.            -Discuss how the voice box and vocal chords make sound in greater detail.            -Introduce speech-like singing.</p> <p><b>Instrumental Performance.</b></p> <ul style="list-style-type: none"> <li>Play longer and more complex rhythms in different metres</li> <li>Read 2-3 pitches on a staff.</li> <li>Play a melody with 'step by step' movement, small leaps and repetition</li> </ul> <ul style="list-style-type: none"> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> <li>Read C, D and E notes by sight.</li> </ul>	<p><b>Singing</b>            -Discuss how the voice box and vocal chords make sound in greater detail.            -Introduce speech-like singing.            -Some children start to lead unison singing and part singing</p> <p><b>Instrumental Performance</b>            -Read and perform pitch notation within an octave (e.g. C-C'/do-do).            -Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <ul style="list-style-type: none"> <li>Read C, D and E notes by sight.</li> </ul> <p><b>Instrumental Performance</b>            -Read and perform pitch notation within an octave (e.g. C-C'/do-do).            -Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <ul style="list-style-type: none"> <li>Read C, D and E notes by sight.</li> </ul> <ul style="list-style-type: none"> <li>Play longer and more complex rhythms in different metres</li> <li>Read 2-3 pitches on a staff.</li> <li>Play a melody with 'step by step' movement, small leaps and repetition</li> </ul>	<p><b>Singing</b>            -Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.            -Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p><b>Instrumental Performance.</b>            Play longer and more complex rhythms in different metres            -Read 2-3 pitches on a staff.            -Play a melody with 'step by step' movement, small leaps and repetition            - Play a piece using at least 3 chords            -Discuss and refine performances, deciding on appropriate tempo and dynamic            -Experiment with taking control of tempo and dynamics in group playing            -Following a conductor as a group ensemble</p>
	<b>Composition</b>	<p><b>Improvise</b>  <b>N/A- Lucy, is this ok??</b></p> <p><b>Composition N/A</b></p>	<p><b>Improvise</b>            -Improvise freely over a drone and an ostinato, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p><b>Composition .</b></p>	<p><b>Improvise</b>            -Improvise a vocal or instrumental ostinato over a rap.</p> <p><b>Composition</b>            -Compose a rap with a verse and chorus and accompanying vocal ostinato.            -Use music technology to record a vocal ostinato for a rap.</p>	<p><b>Improvise</b></p> <p><b>Composition</b>            -Compose short pieces using the notes C, D and E , written on a staff</p>	<p><b>Improvise</b>            -Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very Loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p> <p><b>Composition</b>            Compose and notate Variations based on a theme.</p>	<p><b>Improvise</b>            -Loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p> <p><b>Composition</b>            Compose and notate Variations based on a theme.</p>

		-Compose a simple chord sequence with ukuleles.			<b>Composition</b> -Improvise with call and response ideas	
<b>Inspirational People</b>	<ul style="list-style-type: none"> <li>BBC Ten Pieces repertoire which looks at a broad range of musicians.</li> </ul>	<ul style="list-style-type: none"> <li>George Gershwin</li> <li>Gustav Holst- The Planets.</li> <li>Bob Marley</li> </ul>	<ul style="list-style-type: none"> <li>Grieg</li> </ul>		<ul style="list-style-type: none"> <li>Pentatonix</li> <li>Karl Jenkins.</li> </ul>	<ul style="list-style-type: none"> <li>Grieg- 'In the Hall of The Mountain King ( Alton Towers Advert)</li> <li>Sorcerers Apprentice- Dukas.</li> <li>Le Freak , Chic.</li> </ul>
<b>Linked Media</b>	<ul style="list-style-type: none"> <li>When You're Gone- Traditional Folk Song</li> <li>Music from the film 'Pitch Perfect.'</li> </ul>	<ul style="list-style-type: none"> <li>'Walking On The Moon' by Sting and the Police.</li> <li>Three Little Birds- Bob Marley</li> <li>Music from BBC Ten pieces repertoire- The Planets.</li> </ul>	<ul style="list-style-type: none"> <li>Walk Like an Egyptian Rap.</li> <li>Examples of Rap Battle</li> <li>'In the Hall of The Mountain King ( Alton Towers Advert)</li> <li>Sorcerers Apprentice- Dukas.</li> </ul>	<ul style="list-style-type: none"> <li>Land of Hope and GLory - Edward Elgar.</li> <li>Winter- Antonio Vivaldi.</li> <li>Young Persons Guide to the Orchestra.</li> <li>The White Rose- Arabic Song.</li> </ul>	<ul style="list-style-type: none"> <li>Adiemus lyrics- Karl Jenkins.</li> <li>Range of music sung by Pentatonix.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a range of Sea Shanties and different arrangements of sea shanties.</li> </ul>

Year 6 Medium Term Overview						
Topic	Autumn 1 Meet the Greeks	Autumn 2 Born to Survive	Spring 1 Dragonology	Spring 2 Lest We Forget -The Last Post	Summer 1 Lest We Forget - Swing Music	Summer 2 Location, Location, Location
<b>Unit and Outcome</b>	<b>Timbre and Duration</b> Children perform a range of popular ensemble pieces in groups using basketballs and beanbags. Rapping Performance of 12 Greek Gods complete with tuned	<b>Tempo and Texture</b> Children perform a Ghanian Tribal song using Body Percussion and 'basketball rhythms' and analyse the tempo of the 'William Tell Overture by Rossini.'	<b>Tempo and Structure</b> Compose a pentatonic dragon-inspired piece of music that could be part of 'The Carnival of The Animals' using a pentatonic sheet.	<b>Duration and Pitch</b> Listen to and Analyse The Last Post. Continue to read musical notation and read the notes	<b>Timbre and Texture</b> Swing Music: Sing a 3-part arrangement of 'Hey Mr Miller' and learn about the history of swing music. Sing a syncopated rhythm and being to sing 'Scat'	<b>Rehearsing for the upcoming School Production.</b> Performance of the production. Singing using balanced parts.

	and untuned differentiated instrumental ostinatos written down. Some children create tunes to the words as well as raps.		Exploring the tradition of the Chinese Dragon. Performing the Chinese Song Mo Li Hua.	of a last post inspired piece of music. Looking at Raga ( Indian scale) to tie in with the Sikh festival of Vaisakhi.		Leavers songs, some of which will be performed at the yr 6 Leavers assembly.
<b>Topic Specific Vocabulary</b>	Stylistic	Tribal	Erhu	Bugle	Swing	Solo
<b>Subject Specific Vocabulary</b>	Articulation	Body Percussion	Pentatonic	Fanfare	Scat	Posture
<b>General Vocabulary</b>	Rehearsal	Conductor	Articulation	Memorial	Syncopation	Technique
<b>Prior learning</b>	In Year 5, children created a rap about the Ancient Egyptians and accompanied it using some beatboxing and melodic sections.	In Year 5, children played rhythms using cups and experimented with playing using different tempos.	In Year 5, children composed pieces of music about 'The Funfair.' They learnt how to use music to describe different rides and emotions.	In Year 5, children read ostinatos from sheet music.	In Year 5, children looked at the different timbres that can be created by a djembe drum and looked at different textures such as polyphony, unison and harmony.	In Years 4 and 5, children worked on their singing technique and sang a range of songs including 'walking on the moon.'
<b>Later Learning</b>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li> <li>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increasing discrimination to a wide range of music from great composers and musicians.</li> </ul>
<b>Year 6 National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the history of music.</li> <li>Use and understand staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</li> </ul>	Play and perform using their voices with increasing accuracy, fluency, control and expression

<b>Essential Knowledge</b>		<ul style="list-style-type: none"> <li>Timbre means sound quality.</li> <li>Tuned instruments are those that contain notes.</li> <li>Untuned instruments are instruments that cannot play notes and can only play rhythms.</li> <li>Rap is a type of music where words are quickly and rhythmically repeated over an instrumental backing.</li> <li>Raps need to be performed rather than just read rhythmically.</li> </ul>	<ul style="list-style-type: none"> <li>Presto means 'very fast.'</li> <li>Tribal Music is a type of music that characterises a tribe.</li> </ul>	<ul style="list-style-type: none"> <li>A pentatonic scale is a scale containing five notes. It is a type of scale which is often used in Chinese music.</li> <li>An Erhu is a 2 stringed bowed instrument.</li> <li>A stave is a set of 5 notes used to write musical notes on.</li> </ul>	<ul style="list-style-type: none"> <li>The Last Post is a piece of music played on a Bugle Horn. It is used during Remembrance Sunday and military funerals to commemorate those who have lost their lives during war.</li> <li>A Bugle Horn is a type of brass instrument that doesn't have any keys or valves.</li> <li>A Fanfare is a short piece of music played by trumpets or Bugles at the entry of a King or Queen during a ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>Syncopation is a rhythm pattern where stressed notes are placed off the beat.</li> <li>Scat is a type of singing that doesn't feature words. It is non-lyrical vocal improvisation which became popular around the 1930's-1940's</li> <li>Swing is a type of popular music that was popular in the 1930's-1940's.</li> </ul>	<ul style="list-style-type: none"> <li>The diaphragm is a muscle just above the belly button where air is pushed out from.</li> <li>Correct breathing technique is the most important aspect of singing.</li> <li>A 'chorus' is the main part of a song which is repetitive, catchy and contains the title of the song.</li> </ul>
<b>Year 6 Skills</b>	<b>Listening and Appraising</b>	<ul style="list-style-type: none"> <li>Accompany a piece with 3 different parts .</li> <li>Study the timbres of varying styles of music.</li> <li>Discuss the characteristics, timbre and texture of music.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the characteristics and texture of music.</li> <li>Study the timbres of varying styles of music.</li> <li>Study the features of various genres of music and learn how to identify varying scales within them .</li> <li>Discuss the characteristics and texture of music.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about the structure of different types of music.</li> <li>Discuss the characteristics and texture of music.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the differences in texture and music group (e.g. string quartet, orchestra, big band duet)</li> <li>Answer questions about the structure of different types of music.</li> <li>Discuss the characteristics and texture of music.</li> <li>Study the timbres of varying styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the differences in texture and music group (e.g. string quartet, orchestra, big band duet)</li> <li>Answer questions about the structure of different types of music.</li> <li>Discuss the characteristics and texture of music.</li> <li>Recognise all features of a song including bridge and pre chorus.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how to correct tuning when singing</li> <li>Recognise all features of a song including bridge and pre chorus.</li> </ul>
<b>Performance</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>	<b>Singing</b>
	<ul style="list-style-type: none"> <li>Some children start to lead individual parts in a group setting.</li> <li>Increased soloists and duets within class performances</li> <li>Understand the meaning of the song and portray that during the performance.</li> <li>Make choices about appropriate blending in an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the meaning of the song and portray that during the performance.</li> <li>Exploring more complicated songs in different languages and learning how some sounds sound different when song to when spoken.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring more complicated songs in different languages and learning how some sounds sound different when song to when spoken.</li> <li>Singing major and minor scales, ragas and songs using Pentatonic scales.</li> </ul>	<ul style="list-style-type: none"> <li>involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing three- and four-part rounds (or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to sing three- and four-part rounds (or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing three- and four-part</li> </ul>	

		<ul style="list-style-type: none"> <li>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> </ul> <p><b>Instrumental Performance.</b></p> <ul style="list-style-type: none"> <li>Show and understand the etiquette of performance and communicate with confidence to an audience</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts</li> <li>Play more complex rhythms</li> <li>Make choices about appropriate blending in an ensemble</li> <li>Children begin to conduct group performances.</li> </ul>	<p><b>Instrumental Performance.</b></p> <ul style="list-style-type: none"> <li>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts</li> <li>Play more complex rhythms</li> <li>Play a melody with 'step by step' movement on a staff, larger leaps, repetition and appropriate phrasing/articulation</li> </ul>	<ul style="list-style-type: none"> <li>positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>Some children start to lead individual parts in a group setting.</li> </ul> <p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts</li> <li>Play more complex rhythms</li> <li>Play a melody with 'step by step' movement on a staff, larger leaps, repetition and appropriate phrasing/articulation</li> <li>Play a selection of at least 4 chords on both the ukulele and glockenspiel.</li> </ul>	<ul style="list-style-type: none"> <li>Some children start to lead individual parts in a group setting.</li> <li>Increased soloists and duets within class performances.</li> </ul> <p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> <li>Learn 'every good boy deserves food,' FACE in the Space and the notes at the bottom ( C and D ) and apply these to worksheets to reading music and to compositions.</li> <li>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts</li> <li>Play more complex rhythms</li> <li>Play a melody with 'step by step' movement on a staff, larger leaps, repetition and appropriate phrasing/articulation</li> </ul>	<ul style="list-style-type: none"> <li>rounds (or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</li> <li>Increased soloists and duets within class performances.</li> <li>Encourage children to sing longer solos.</li> <li>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul> <p><b>Instrumental Performance.</b></p> <ul style="list-style-type: none"> <li>Children begin to conduct group performances.</li> <li>Performing polyphonic pieces, including one ostinato and a tune.</li> <li>Show and understand the etiquette of performance and communicate with confidence to an audience</li> </ul>
<b>Composition.</b>		Does this apply?	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts</li> <li>Play more complex rhythms</li> <li>Play a melody with 'step by step' movement on a staff, larger leaps, repetition and appropriate phrasing/articulation</li> </ul>	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>through working in small groups to: <ul style="list-style-type: none"> <li>Create music with multiple sections that include repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> <li>Extend improvised</li> </ul> </li> </ul>	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Extend improvisation skills through working in small groups to: <ul style="list-style-type: none"> <li>Create music with multiple sections that include repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> <li>Extend improvised</li> </ul> </li> </ul>	<p><b>Improvisation</b></p> <p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Extend improvisation skills through working in small groups to: <ul style="list-style-type: none"> <li>Create music with multiple sections that include repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> <li>Extend improvised</li> </ul> </li> </ul>	<p><b>Improvisation</b></p> <p><b>N/A</b></p> <p><b>Composition</b></p> <p><b>N/A</b></p>

				<p><b>Composition.</b></p> <ul style="list-style-type: none"> <li>• Play from more complex notations including pitch, dynamic, rhythm and expressive contexts</li> <li>• Play more complex rhythms</li> <li>• Play a melody with 'step by step' movement on a staff, larger leaps, repetition and appropriate phrasing/articulation</li> </ul>	<p>melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Plan and compose an 8-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Plan and compose an 8-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> </ul>	
<b>Inspirational People</b>	<ul style="list-style-type: none"> <li>• Bolero- Ravel</li> <li>• Clog Dance - Ferdinand Herold.</li> <li>• Wasps Overture - Vaughan Williams.</li> </ul>	<ul style="list-style-type: none"> <li>• William Tell Overture by Rossini.</li> <li>• Traditional Tribal Music from Ghana.</li> <li>• Viennese Musical Clock- Kodaly.</li> </ul>	<ul style="list-style-type: none"> <li>• Carnival Of The Animals- Saints Saens</li> <li>• Tan Dun</li> <li>• Ode to the Litchi - Li Wei</li> <li>• The Beautiful Nandu River- Li Wei</li> </ul>	<ul style="list-style-type: none"> <li>• Dame Vera Lynne</li> </ul>	<ul style="list-style-type: none"> <li>• Glenn Miller</li> </ul>	<ul style="list-style-type: none"> <li>• Mary Poppins-Disney</li> <li>• Encanto - Disney</li> <li>• The Little Mermaid - Disney</li> <li>• The Lion King- Disney</li> </ul>	
<b>Linked Media</b>	<ul style="list-style-type: none"> <li>• 12 Greek God Rap.</li> </ul>	<ul style="list-style-type: none"> <li>• William Tell Overture by Rossini</li> </ul>	<ul style="list-style-type: none"> <li>• Mo li Hua ( Jasmine Flower traditional Chinese song)</li> </ul>	<ul style="list-style-type: none"> <li>• The Little Smuggler - Henryka Lazowertowna</li> </ul>	<ul style="list-style-type: none"> <li>• Chattanooga Choo Choo-Glenn Miller</li> <li>• In The Mood - Glenn Miller</li> <li>• The Launch ( off beats )</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	