

Music overview

| | Autumn | Spring | Summer |
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| Year 1 | <p>Composer – Vivaldi – Four Seasons Music – Four seasons Link to science (seasons)</p> <ul style="list-style-type: none"> To recognise and identify pitch, duration, tempo. To use sequence musical sounds using a simple structure e.g. A B A To recognise and explore a variety of sound sources (e.g. using body) and instruments. To listen to and discuss musical effects. To compose a piece of music To choose sounds for effect. To learn and perform songs, chants, raps. To identify feelings/emotions created by music | <p>Composer - Camille Saint-Saëns - The Carnival of the Animals</p> <p>Unit outcome - Linked to animals and their habitat</p> <ul style="list-style-type: none"> To be able to recognise the difference between beat and rhythm. To be able to identify a beat within a tune. To be able to recall and perform rhythmic patterns to a steady beat. To be able to identify high and low notes on a pitched instrument. To be able to compose and perform. To be able to change pitch in singing for an intended effect | <p>Composer - George Frideric Handel – Zadok the priest</p> <p>Unit outcome - Linked to The Great fire of London</p> <ul style="list-style-type: none"> To be able to create rhythmic patterns within a steady beat. To be able to identify dynamics within music. To be able to explain the effect of dynamics. To be able to identify the duration of sounds. To sequence long and short sounds (duration). To be able to compose and perform to another audience. To be able to follow a conductor/band leader. |
| Year 2 | <p>Composer - The Beatles (linked to musical heroes)</p> <p>Curriculum link: History – significant figures Unit outcome: A Journey (Florence Nightingale/Neil Armstrong) Example – Florence Nightingale’s journey from England to Crimea</p> | <p>Composer - Ravi Shankar – The sounds of India album - Dádrá Anoushka Shankar feat Nora Jones</p> <p>Curriculum link: History and geography Unit Outcome: A day in the life of Mother Theresa/Ghandi or a day on the Isle of Coll or a day in New Deli.</p> | <p>Composer - Beethoven – Symphony no.5</p> <p>Curriculum link: History -Victorian seaside holidays Unit outcome: The sounds of the seaside</p> <ul style="list-style-type: none"> To be able to recognise and perform simple rhythmic patterns. To be able to identify high and low sounds. |

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| | <ul style="list-style-type: none"> To recognise the steady beat in a tune. To identify changes in timbre, dynamics and pitch in music. Create long and short sounds (duration). To create visual symbols to represent sounds and structure (beginning, middle and end) of Indian Journey. Perform from pictures using tempo, dynamics, timbre and texture (focus on tempo and duration) to create effect. To listen to a range of high quality live and recorded music. To develop an understanding of melody/lyrics and their importance. To improvise simple rhythms. | <ul style="list-style-type: none"> To be able to perform simple patterns and accompaniments keeping to a steady pulse. To use a variety of tuned and untuned instruments and voice to create texture. To use different musical elements to create mood and effects, especially timbre. To be able to compose and perform own music. To use non-standard symbols to record compositions and use to perform. To sing with expression. To sing in 2 parts. To describe texture and describe the layers within the music | <ul style="list-style-type: none"> To be able to respond to signals. To control changes in pitch and use them expressively. To describe music using key vocabulary. To compose and perform. |
| Year 3 | <p>Composer/music study - 10 greatest rock musicians</p> <ul style="list-style-type: none"> To be able to recognise and use pitch to create intended effect. To recognise and play pentatonic scales. To use crotchets and rests. To be able to create simple accompaniments to their tunes. To be able to compose and perform with a group. | <p>Composer/music study - Giacomo Puccini – Nessun Dorma (opera)</p> <p>Music inspired by the Romans</p> <p>Unit outcome: The Romans are coming!</p> <ul style="list-style-type: none"> To be able to describe the quality of sounds created through layers (to listen to and describe musical effects). To be able to use a variety of sound sources. | <p>Composer/music study - Wilhelm Richard Wagner: Ride of the Valkyries</p> <p>Unit outcome: The Vikings are coming!</p> <p>Composer study: Wilhelm Richard Wagner- Ride of the Valkyries</p> <ul style="list-style-type: none"> To be able to improvise rhythmic patterns. To be able to recognise how tempo can affect the mood of music. |

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| | <ul style="list-style-type: none"> To be able to evaluate and improve their work. To sing songs with multiple parts | <ul style="list-style-type: none"> To be able to repeat a rhythmic pattern. To be able to join several layers of sounds. To listen, with direction, to a range of high quality music. To confidently recognise a range of instruments. To find a beat within music. | <ul style="list-style-type: none"> To be able to use tempo to create different moods. To be able to record their music using symbols. To be able to perform their compositions. To know what improvisation means. |
| Year 4 | <p>Composer/music study - Ancient Mesopotamian music</p> <p>Instrumental lessons</p> | <p>Composer/music study - Louis Armstrong - When the saints go marching in</p> <p>Nina Simone – Feeling good</p> <p>Ella Fitzgerald – Cry me a river</p> <p>Michael Buble – Cry me a river</p> | <p>Composer/music study – History link - Tudor - Greensleeves</p> |
| Year 5 | <p>Composer/music study: Gustav Holst – The Planets</p> <p>Curriculum link – Science – Earth and Space</p> <ul style="list-style-type: none"> To be able to use identify and respond to rhythmic and melodic patterns. To be able to understand how sounds fit together to create an overall effect. To use symbols to represent different parts. <p>To compose and perform using symbols to represent sounds.</p> | <p>Composer/music study - Samuel Coleridge-Taylor</p> <p>Traditional African music</p> <p>Curriculum link: Geography – Africa</p> <ul style="list-style-type: none"> To be able to combine layers of sound and rhythmic patterns. To use dynamics to create a particular effect. To be able to write song lyrics and the accompaniment. To perform and evaluate compositions. To improve compositions. | <p>Composer/music study - Nusrat Fateh Ali Khan – Mustt Mustt</p> <ul style="list-style-type: none"> To be able to improvise melodic and rhythmic patterns. To use a range of sounds to create mood. To be able to vary pitch. To be able to sequence metre into a structure. To recognise and use time signatures. To improve their compositions. To perform their compositions. |

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| Year 6 | <p>Composer/music study – Bands from Birmingham</p> <p>Composer/music study - film soundtracks by John Williams</p> <p>Composer/music study – Film soundtracks:</p> <p>The pianist (Nocturne in C sharp minor) –Frédéric Chopin</p> <p>Schindler's list – Composer John Williams</p> <p>Boy in the striped pyjamas – composer James Horner</p> <p>To recognise music from a historical era/cultural context</p> <p>To be able to use musical vocab to describe music.</p> <p>To be able to evaluate how the venue, occasion and the purpose affects the way a piece of music is created.</p> <ul style="list-style-type: none"> • To recognise music from a historical era/cultural context • To identify and explore relationships between sounds. • To identify and explain how pitch, texture, timbre, duration and tempo create mood. • To be able to identify and use rhythmic patterns to accompany a steady pulse. • To be able to work out the structure of a piece of music. • To be able to use a variety of notations and compose music for different occasions using appropriate musical devices. • To be able to combine sounds and musical devices to fit the purpose. • To be able to perform, evaluate and improve compositions. | <p>Composer/music – music studied over the years at Greenholm</p> <p>Greensleeves</p> <p>Vivaldi – Four seasons</p> <p>Beethoven – Symphony no.5</p> <p>Camille Saint-Saëns - The Carnival of the Animals</p> <p><u>Early 20th Century (British)</u></p> <p>Keep the home fires burning</p> <p><u>Mid 20th Century (British)</u></p> <p>White cliffs of Dover</p> <p><u>Contemporary (British)</u></p> <p>The Beatles/Adele</p> <ul style="list-style-type: none"> • To be able to improvise melodic and rhythmic patterns. • To recognise how different musical elements can be combined to create an effect (especially timbre and dynamics.) • Can record their compositions in a way that can be understood and read by others. • To create and record simple compositions using formal notation. • To be able to improve compositions. • To be able to perform compositions. |
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