

Music overview

| | Autumn | Spring | Summer |
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| Year 1 | <p>Composer – Vivaldi Music – Four 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>Linked to weather (theme- hot and cold places)</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>To be able to create rhythmic patterns within a steady beat.</p> <ul style="list-style-type: none"> 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 | <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. | <p>Composers: Jyotsna Srikanth: Music - Annapoorne</p> <ul style="list-style-type: none"> To recognise the steady beat in a tune. To identify changes in timbre, dynamics and pitch in music. | <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. To be able to respond to signals. |

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| | <ul style="list-style-type: none"> • 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"> • 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 control changes in pitch and use them expressively. • To describe music using key vocabulary. • To compose and perform. |
| Year 3 | <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. • To be able to evaluate and improve their work. • To sing songs with multiple parts | <p>Music inspired by the Romans</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. • To be able to repeat a rhythmic pattern. • To be able to join several layers of sounds. | <p>Composer: Richard Strauss - Music - Alpine symphony/Thunderstorm, the descent-sunset</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. • To be able to use tempo to create different moods. |

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| | | <ul style="list-style-type: none"> • 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 record their music using symbols. • To be able to perform their compositions. • To know what improvisation means. |
| Year 4 | Instrumental lessons | | |
| Year 5 | <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. | <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 study: Wilhelm Richard Wagner-Ride of the Valkyries</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. • To compose and perform using symbols to represent sounds. |
| Year 6 | <p>Composer: by Walter Kent and Nat Burton Music - There'll Be Bluebirds Over the White Cliffs of Dover (Vera Lynn)</p> <ul style="list-style-type: none"> • To recognise music from a historical era/cultural context | | <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.) |

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| | <p>(e.g. WWII - white cliffs of dover etc.)</p> <ul style="list-style-type: none">• To be able to identify and use rhythmic patterns to accompany a steady pulse.• To identify and explore relationships between sounds (including use of ICT).• To identify and explain how pitch and tempo create mood.• To compose, perform and evaluate.• To sing as part of an ensemble.• To discuss music using technical vocabulary. | | <ul style="list-style-type: none">• 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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