Old Park Primary School - Music Overview

	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Nursery	Song based learning across all subjects to support understanding.						
Reception	Song and instrument based learning across all subjects to support understanding.						
Year 1	**Pulse and Rhythm (all about me)** This introductory unit includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to: • identify the difference between the pulse and rhythm of a song • consolidate their understanding of these concepts through listening and performing activities.		**Music vocabulary (under the sea)** • Make movements that are appropriate to the pulse and tempo of a piece of music. • Choose instruments with appropriate timbre to represent sparkling fishes. • Respond to dynamic changes in a piece of music. • Create pitches and rhythms. • Perform a layer of the music within an overall piece. • Define all the musical terms from this unit.			**Timbre and rhythmic patterns (fairy tales)** Through fairy tales, children are introduced to the concept of timbre; learning that: • different sounds can represent characters and key moments in a story. • explore clapping along to the syllables of words and phrases • creating rhythmic patterns to tell a familiar fairy tale.	
Year 2	**Dynamics, timbre, tempo and motifs (Space)** In this topic pupils develop their knowledge and understanding of: • dynamics, timbre, tempo and instruments, • identifying these elements in music that they hear and comparing pieces by the same composer. • visually represent music in creative and more formal ways • learn to play and compose motifs.		**Orchestral instruments** Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how: • different characters can be represented by timbre • emotions can be represented by pitch • changes in tempo can convey action.			**Great fire of London** (links with History) ▪ Sing a new song. ▪ Perform the appropriate Makaton to accompany lyrics. ▪ Explore the sounds of instruments and develop an appreciation of music, in terms of pitch, duration, tempo, dynamics and timbre. ▪ Perform to a live audience.	
Year 3	**Body and tuned percussion (Rainforests)** (links to Geography) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture		**Finlandia by Jean Sibelius** Learners will: • listen and reflect on a piece of orchestral music • create their own rhythmic ostinatos and structure them into a piece			**Jazz** Learners will: ▪ explain what ragtime music is. ▪ play on the 'off beat' and sing a syncopated rhythm.	

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	of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer ■ Develop their listening, composing and performance skills. ■ Identify musical elements - developing vocabulary from loud and quiet to crescendo and diminuendo. ■ Explore and discover sound makers in a specific environment (including one's own body and voice) ■ Experience and explore a wealth of creative outcomes including soundscapes - graphic scores ■ Perform and compose in line with a particular theme.	• write a simple song • perform as an ensemble • begin to learn simple staff notation learn musical language appropriate to the task • play and perform in ensemble contexts, using their voices and playing musical instruments • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations	■ play a call and then improvise a response. ■ Improvise or compose a scat singing performance with sounds and words. ■ compose and play a jazz motif fluently, using swung quavers. ■ play a swung rhythm using a tuned percussion instrument. ■ Perform and analyse expressive compositions. ■ Extend their sound vocabulary.
Year 4	**Medieval Music** (links to History) ■ develop ability to extend their sound vocabulary ■ develop compositional skills through basic notation and chant ■ composed in a mediaeval secular style using rhythmic modes and Dorian mode scale ■ explore different examples of mediaeval music ■ make expressive use of vocals while exploring plainsong ■ create and structure compositions in groups and perform. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	**Anthology of Fantastic Zoology – Sprite; A Bao A Qu By Mason Bates** (cross curricular links to Literacy and Art) • Create art-work, poetry and music inspired by a piece of orchestral music • Listen and reflect on a work for orchestra • perform as an ensemble • using their voices and playing musical instruments • improvise and compose music for a range of purposes using the interrelated dimensions of music	**Rock and Roll** Learners will: ● know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. ● know that it was created after the second world war and it was intended to represent happiness. ● know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bass ● line (where patterns of notes go up then down again) is common in rock and roll. ● know that playing in time means all performers playing together at the same speed. ● know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

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Year 5	**Get creative with classical music** (links with Shakespeare Tempest & The Giants necklace) Children explore various classical composers ranging from the 18th century to modern day. • Anna Meredith • Benjamin Britten • Modest Mussorgsky • Edvard Greig • George Frederick Handel 5 lessons will look at each composer in detail and a particular piece of music that they composed. Range of activities including: • Group 'canon' performances • Creating tone poems - words to music • Creating graphic scores • Body percussion • Composing for certain mood or scene	**Musical theatre** Learners will: ■ Explain what musical theatre is and be able to recall at least three features ■ Categorise songs as action songs or character ■ Select appropriate existing music for their scene to tell a story of a journey ■ Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. ■ develop ability to extend their sound vocabulary ■ develop compositional skills ■ explore a wide range of sound sources ■ make expressive use of vocal and instrumental possibilities ■ create and structure compositions in groups and perform. ■ Demonstrate imagination and confidence in using sound.	**Music from America - The Blues** ■ discover the history of blues music ■ develop musical keyword vocabulary ■ develop compositional skills through improvisation ■ explore 12 bar blues structure ■ apply walking bass line to 12 bar blues frame ■ make expressive use of vocal and instrumental possibilities ■ explore blues song lyrics and themes - writing their own ■ create and structure compositions in groups and perform.
Year 6	**Harry Potter and the Orchestra** Learners will: ■ Develop their listening, singing and performance skills. ■ Perform using an ostinato ■ Experience and explore a wealth of creative outcomes. ■ Perform and compose in line with a particular theme. ■ Learn how to perform chords and create texture	**Symphony No9 in E minor - from the new world** (some links to WWII) Learners will: • listen and reflect on a piece of orchestral music • create their own piece of music using instruments and voice • perform as an ensemble • learn musical language appropriate to the task • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory	**Leavers performance prep**

	▪ Learn a range of different accompaniments on keyboard	• use and understand staff and other musical notations	