

Music Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Animals</u> Sorting instruments into their families and listening and identifying instruments, families and animals in 'Peter and the Wolf'. Using pitch (high, medium, low), instrument, tempo (fast and slow), louds/quiets and own notations, listening and identifying animals in 'The Carnival of the Animals', improvising and composing their own animals sounds.</p>		<p><u>African Drumming</u> Learning the history and features of the djembe and playing different pitches (high, medium, low) on the drums. Playing and singing, improvising, composing and performing African songs using: pulse and rhythm, call and response structure, tempo (fast and slow), loud and quiet and African animal notations.</p>		<p><u>Recorders</u> Holding and producing quality sound on a recorder. Playing long/short notes (rhythms), improvising, composing and performing using symbols/African animal notations on pitches GAB in a binary structure.</p>	
Year 4	<p><u>Ancient Greeks</u> Identifying common instruments of the orchestra and comparing them to Ancient Greek instruments. Playing, improvising, composing and performing a Greek God/Goddess composition using: Greek symbols/notations (moving on to crotchet, quavers and rests); different dynamics (piano, forte, crescendo and decrescendo); in a rondo structure and carefully chosen instruments to denote character's personalities/features.</p>		<p><u>Music by ABBA</u> Listening, appraising and songs by 'ABBA' using: Year 4 vocabulary/IDM's, including verse/chorus. Singing ABBA songs using Year 4 performing success criteria and dynamics [p, f, crescendo and decrescendo]. Using Mamma Mia, playing, copying-back and improvising with: two pitches on the glockenspiel/recorder; crotchets, quavers, rests and minims (notations). Composing and performing a melody for the chorus of 'Mamma Mia' using above elements using Charanga software.</p>		<p><u>Boomwhackers</u> Holding, playing and producing a quality sound on the Boomwhacker Listening and appraising Boomwhacker/percussion performances using Year 4 vocabulary/IDMs. Playing popular known melodies. Improvising, composing and performing on the Boomwhacker: using 'rumbles' (introduction to minims and semi-breves), 'pitch shapes', changes in tempo (accelerando), appropriate timbres, using texture (introduction to thin and thick textures).</p>	
Year 5	<p><u>Space</u> Recognising and describing the timbre of different instruments and placing composers Holst and Strauss on a musical timeline. Listening, appraising and identifying the planets within the 'The Planets Suite' using Year 5 vocabulary/IDMs. Playing, composing and performing a Mars ostinato using dynamics (pp, p, mp, mf, f and ff) and time signature, 5/4. Performing a whole-class rendition of Strauss' 'Space Odyssey' piece using: semibreves and minims (notations) and correct pitches, sharp notes, dynamics above, thin/thick textures.</p>		<p><u>'Happy' music</u> Listening/appraising a variety of songs based on the theme of 'happiness' using: Year 5 vocabulary/IDMs. Singing 'Happy' by Pharrell Williams, using Year 5 performing success criteria including dynamics (e.g. p, mf, ff etc) and singing in two parts Using the song 'Happy', playing, copying-back, improvising with: up to three pitches on the glockenspiel/recorder, including semibreves and minims (notations). Composing and performing a melody for the bridge of 'Happy' using above elements (plus knowledge</p>		<p><u>Mayan drumming</u> Listening/appraising a variety of Mayan music (including drumming circles) using Year 5 vocabulary/IDMs. Understanding the history of Mayan music and musical instruments, placing the period on a musical timeline. Playing, improvising, composing and performing on the djembe drums using: all learned rhythm notations, tempos (including a rallentando), pitches (bass, tone, slap), dynamics (pp, f, ff etc), textures (thin and thick), carefully chosen timbres, in a ternary structure for a purpose (e.g. Mayan ceremony, celebration etc).</p>	

		of simple pitched notation on a staff) using Charanga software.	
Year 6	<p><u>Jazz Music (WW2)</u> Sorting instruments in to: idiophones, chordophones, membranophones and aerophones (timbre). Listening/appraising a variety of jazz songs (including Big Band music by Glenn Miller of WW2 period) using Year 6 vocabulary/IDM's and placing jazz music on a musical timeline. Playing, improvising, composing and performing using: three pitches (GAB), all rhythm notations learned, in a 4/4-time signature using a jazz structure (head/tune, middle 8 etc).</p>	<p><u>Rock Music</u> Listening/appraising a variety of rock songs using: Year 6 vocabulary/IDMs. Singing 'Livin on a Prayer' by Bon Jovi, using Year 6 performing success criteria including singing in harmony; placing rock musicians on a musical timeline. Using Livin' on a Prayer, copying-back three pitches, reading these pitched rhythmic notations on a staff (including a dotted minim, treble clef, 4/4-time signature). Composing and performing (sight-read) a melody for the chorus on Livin' on a prayer using above elements.</p>	<p><u>Rap Music</u> Listening/appraising a variety of rap songs using: Year 6 vocabulary*/IDM's and place rap music on a musical timeline. Writing lyrics to own rap song. Composing a rap song using: GarageBand software, using: carefully chosen timbres, pitches, tempos, dynamics, structure, textures, notations/durations for effect.</p>