

Music Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Animals</p> <p>Sorting instruments into their families and listening and identifying instruments, families and animals in 'Peter and the Wolf'.</p> <p>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 using Garageband.</p>		<p>African Drumming</p> <p>Learning the history and features of the djembe and playing different pitches (high, medium, low) on the drums.</p> <p>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>Recorders</p> <p>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>Ancient Greeks</p> <p>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>Music by ABBA</p> <p>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].</p> <p>Using Mamma Mia, playing, copying-back and improvising with: two pitches on the glockenspiel/recorder; crotchets, quavers, rests and minims (notations).</p> <p>Composing and performing a melody for the chorus of 'Mamma Mia' using above elements using Charanga software.</p>		<p>Boomwhackers</p> <p>Holding, playing and producing a quality sound on the Boomwhacker</p> <p>Listening and appraising Boomwhacker/percussion performances using Year 4 vocabulary/IDMs. Playing popular known melodies.</p> <p>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>Space</p> <p>Recognising and describing the timbre of different instruments and placing composers Holst and Strauss on a musical timeline.</p> <p>Listening, appraising and identifying the planets within the 'The Planets Suite' using Year 5 vocabulary/IDMs.</p> <p>Playing, composing and performing a Mars ostinato using dynamics (pp, p, mp, mf, f and ff) and time signature, 5/4.</p> <p>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>'Happy' music</p> <p>Listening/appraising a variety of songs based on the theme of 'happiness' using: Year 5 vocabulary/IDMs.</p> <p>Singing 'Happy' by Pharrell Williams, using Year 5 performing success criteria including dynamics (e.g. p, mf, ff etc) and singing in two parts</p> <p>Using the song 'Happy', playing, copying-back, improvising with: up to three pitches on the glockenspiel/recorder, including semibreves and minims (notations).</p> <p>Composing and performing a melody for the bridge of 'Happy' using above elements (plus knowledge</p>		<p>Mayan drumming</p> <p>Listening/appraising a variety of Mayan music (including drumming circles) using Year 5 vocabulary/IDMs.</p> <p>Understanding the history of Mayan music and musical instruments, placing the period on a musical timeline.</p> <p>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>Jazz Music (WW2) 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>Rock Music 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>Rap Music 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>