

John Perryn Primary School

Whole School Overview – Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Pitch</u></p> <p>Introduce the concept of pitch. Express higher and lower pitch using voice and whole body movement. Introduce Solfege and Kodaly hand signs.</p> <p>Work towards memorising how some of the notes sound and growing ability to recognise/name some notes by ear.</p> <p>Sing songs with some understanding of pitch and create simple choreographies.</p>	<p><u>Beat</u></p> <p>Walk, move or clap a steady beat, respond to changes in tempo. Practice keeping the beat steady- use body percussion and un-tuned percussion instruments.</p> <p>Play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance; Ask to practice tapping to a steady beat to e.g. - Jai Ho from Slumdog</p>	<p><u>Difference between Beat and Rhythm</u></p> <p>Discuss the difference between beat and rhythm. Practice recognition of these two concepts.</p> <p>Introduce crotchets and semibreves.</p>	<p><u>Composition and pitch</u></p> <p>Create music in response to non-musical stimulus (e.g. storm, car race, rocket launch).</p> <p>Improvise simple vocal chants using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. rainstorm, train journey. Combine to make a story, select classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves)</p> <p>Sing a wide range of</p>	<p><u>Sing simple songs, chants and rhymes</u></p> <p>Sing Boom Chicka Boom from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet)</p>	<p><u>Songs with choreographies</u></p> <p>Learn a selection of songs from musicals. Create simple choreographies. Practice singing with movement. Record and/or perform to audience e.g. other year groups.</p>

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		<p>Millionaire</p> <ul style="list-style-type: none"> - Bobby McFerrin, Don't worry be happy - Mozart, Rondo Alla Turca 		<p>call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood) Control vocal pitch and match the pitch they hear with accuracy.</p>		
Year 2	<p><u>Beat & Rhythm</u></p> <p>Learn about Beat and Rhythm in music. Use whole body movement to express rhythmic themes. Discover sound duration. Explore percussion instruments and duration of their sound.</p>	<p><u>Dynamics & Tempo</u></p> <p>Discuss the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to:(a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo and pause/rest)</p> <p><u>Composition:</u></p> <p>Create short winter composition using sound makers, percussion instruments or voice</p>	<p><u>Rhythmic values: Crotchets, Minims, Semibreves</u></p> <p>Introduce rhythmic values such as: crotchets, minims and semibreves. Explore their duration through whole body movement and percussion instruments.</p> <p>Begin to create simple rhythmic themes.</p>	<p><u>Composition</u></p> <p>Improvise longer vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli.</p>	<p><u>Graphic notation</u></p> <p>Recognise how graphic notation can represent created sounds. Explore, invent and present own symbols.</p>	<p><u>Songs from Musicals with action</u></p> <p>Listen to music by Britten and alternative cover versions. Discuss the mood and story told in a piece of music. Participate in games exploring the pulse, dynamics, rhythm and pitch.</p>

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		expressively where we will use dynamics and sing Christmas songs.				
Year 3	Rhythms of Samba & Percussion instruments	Rhythms of Samba & Percussion instruments	Rhythms of Samba & Percussion instruments	Rhythms of Samba & Percussion instruments	Rhythms of Samba & Percussion instruments	Rhythms of Samba & Percussion instruments
Year 4	<p><u>Time Signature and rhythmic values.</u></p> <p>Introduce a bar and time signatures: 2/4, 3/4, 4/4.</p> <p>Sing songs and listen to music pieces in these measures. Discuss how time signature can change music character.</p> <p>Compose rhythmic themes and then melodies in 2, 3, 4 time.</p> <p>Sing rounds and partner songs in different time (2, 3, 4 time).</p>	<p><u>'Peter and the Wolf' by S. Prokofiev.</u></p> <p>Watch and listen to the musical tale. Learn about instruments of the orchestra. Explore and discuss sounds of the instruments. Discover range of orchestral and solo music pieces.</p>	<p><u>Tonality in music. Pentatonic and heptatonic scale.</u></p> <p>Discuss difference between major and minor key. Learn about pentatonic and heptatonic scale and where its came from. Sing and compose on the pentatonic scale.</p> <p>Understand that music has different layers: Rhythm-melody line.</p>	<p><u>Western classical music.</u></p> <p>Listen and discuss a range of classical music pieces from Early period to music of 20th century. Analyse music: pulse, rhythm, phrasing, measure, tonality etc. Discuss and identify instruments characteristic of these musical periods.</p>	<p><u>Paired quavers.</u></p> <p>Introduce paired quavers against crotchets.</p> <p>Step and clap rhythms which combine these two note values. Search for songs and pieces where quavers dominate.</p> <p>Dance simple choreography which emphasise rhythm.</p>	<p><u>Composition.</u></p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Create a soundscape to a short animation movie using available music instruments and sound makers.</p>

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<p>Year 5</p>	<p><u>Creative movement with Ostinati.</u></p> <p>Listen and analyse piece of music presented by a teacher (B. McFerrin, Y. Tiersen or H. Mancini or others).</p> <p>Discuss musical features such as: rhythm, meter and tempo; pitch and melody; structure and form, harmony and texture; dynamics and articulation</p> <p>Create a choreography which clearly presents texture, rhythm and articulation of the piece.</p>	<p><u>Music notation.</u></p> <p>Discuss terms: pitch and melody. Recognise high/low pitch. Listen to the music played on a piano – is it in a high/low/middle register? Express the sound using body movement.</p> <p>Differentiate between ascending/descending or repeated melody.</p> <p>Introduce music notation: stave, treble/bass clef, practice drawing notes and ability to read music.</p>	<p><u>Rhythmic values: quavers against crotchets, minims, semibreves.</u></p> <p>Understand the differences between crotchets/minims/semibreves and paired quavers.</p> <p>Express note duration using whole body movement. Develop an ability to recognise and clap/step rhythmic themes within songs or pieces of music.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p><u>World music and music traditions</u></p> <p>Explore how the music sits within the culture of the country, countries or region of origin. Understand recognise that modern British identity is rich and diverse, resulting in communities which celebrate and explore their own specific, localised ‘cultural capital’.</p> <p>Listen to :</p> <p>Brazilian Samba, Indonesian Gamelan, Indian Classical, Trinidad Calypso, Nigerian Drumming, Argentinian Tango or Polish Mazurkas.</p> <p>Analyse music pieces, identify elements of music.</p>	<p><u>Composition</u></p> <p>Understand that pulse is the foundation of music upon which all the other dimensions are built.</p> <p>Make up own tunes or rhythms within set boundaries.</p> <p>Compose using three notes, increasing to five notes and beyond.</p>	<p><u>Structure and form.</u></p> <p>Ternary form, verse and chorus form, music with multiple sections.</p> <p>Listen to pieces of music and songs. Analyse their structure.</p> <p>Sing, choreograph, and perform.</p>
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<p>Year 6</p>	<p><u>Articulation in music.</u></p> <p>Discuss the importance of articulation in music.</p> <p>Introduce: staccato (detached), legato (smooth) and accents in music and their symbols.</p> <p>Listen to examples of music where dominate: detached, smooth or accented notes.</p> <p>Sing songs and voice warm ups using different articulation.</p>	<p><u>Dynamics.</u></p> <p>Understand wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Listen to music pieces with wide dynamics range.</p> <p>Sing songs and arrange own dynamics changes within the songs.</p>	<p><u>Composition.</u></p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</p>	<p><u>Reading Notation.</u></p> <p>Further understanding the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Develop the skills to read and perform pitch notation within an octave (e.g. C–C/do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p><u>Singing.</u></p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – balance between parts and vocal independence.</p>	<p><u>Performance and staging.</u></p> <p>Learn and choreograph songs.</p> <p>Discuss how to effectively practise, rehearse & present performances to audiences with a growing awareness of the people watching.</p> <p>Analyse stage movement.</p>
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