

Music- 2 year Rolling Programme

Music	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Cycle B</p>	<p>Aut 1 Sound patterns: Fairytales Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.</p> <p>Aut 2 Keeping the pulse: My Favourite things. Children explore keeping the pulse through music and movement by exploring their favourite things.</p> <p>Spr 1 Contrasting dynamics: Space Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p> <p>Spr 2 Dynamics: Seaside Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p> <p>Sum 1 Structure: Myths and Legends Developing an understanding of structure by exploring and ordering rhythms.</p> <p>Sum 2 Musical Symbols: Under the Sea Children combine all of the musical concepts learned so far for an underwater themed performance, incorporating instrumental, vocal and body sounds.</p>	<p>Instrumental lessons provided by Entrust.</p> <p>Children will also prepare songs for Young Voices concert.</p>	<p>Aut 1 Songs of WW2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> <p>Aut 2 Young voices</p> <p>Spr 1 Dynamics, pitch and texture Appraising the work of Mendelssohn and further developing the skills of improvisation and composition</p> <p>Spr 2 South and West Africa Learning ‘Shosholoza’, a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.</p> <p>Sum 1 Baroque Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.</p> <p>Sum 2 Musical Theatre An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.</p>

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<p>Cycle A</p>	<p>Aut 1: Call and response: Animals Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p> <p>Aut 2: Instruments: Musical storytelling Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p> <p>Spr 1 Pitch: Superheroes Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p> <p>Spr 2 Tempo: Snail and the Mouse Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p> <p>Sum 1 Singing: On this Island Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p> <p>Sum 2 Pitch: Musical Me Exploring the song 'Once a Man Fell in a well' playing it using tuned percussion and reading simple symbols representing pitch.</p>	<p>Instrumental lessons provided by Entrust.</p>	<p>Aut 1 Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> <p>Aut 2 Theme and variations: Pop art Exploring the musical concepts of theme and variations and discover how rhythms can translate onto different instruments.</p> <p>Spr 1 Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.</p> <p>Spr 2 Composition to represent the festival of colour- Holi Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.</p> <p>Sum 1 Looping and remixing Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.</p> <p>Sum 2 Composing and performing a leavers song</p>

			Children create their very own leaver's song personal to their experiences as a class.
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