

Music- 2 year Rolling Programme

Music	Year 1 and 2	Year 3 and 4	Year 5 and 6
Year B	<p>Timbre & Rhythmic Pattern- Fairy tales 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>Pulse and rhythm Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</p> <p>Dynamics, timbre, tempo and motifs- Space Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.</p> <p>On the Island- The British Isles Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.</p> <p>Myths and Legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p>Instrumental Scheme- Unit 1: South Africa Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff</p> <p>Instrumental Scheme Unit 2: Caribbean Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.</p> <p>Live music Entrust</p> <p>Pentatonic Melodies and composition- Chinese New Year Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p> <p>Instrumental Scheme- Unit 3: South America Learning about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion.</p> <p>Developing singing technique linked to Vikings Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p> <p>Changes in pitch, tempo & dynamics- Rivers</p>	<p>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>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>Performing arts- Live music Entrust</p> <p>Dynamic Pitch and Texture Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p> <p>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>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>

Music- 2 year Rolling Programme

	<p>Musical Vocabulary- Under the Sea Exploring key musical vocabulary.</p>	<p>Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p>Music 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>
Music	Year 1 and 2	Year 3 and 4	Year 5 and 6
Year A	<p>Classical music, dynamics and tempo- Animals Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.</p> <p>Orchestral Instruments- Traditional Western Stories Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p> <p>Musical Me Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p> <p>West Africa Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.</p>	<p>Ballads Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p> <p>Creating composition in response to animation Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.</p> <p>Adapting and transposing motifs Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p> <p>Body and Tuned percussion Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p>	<p>Instrumental Scheme- Unit 4: Indonesia Learning about the key features of gamelan music, and playing a gamelan inspired piece in two parts on tuned percussion using staff notation.</p> <p>Instrumental Scheme- Unit 5: India Learning about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack.</p> <p>Instrumental Scheme- Unit 6: North America Learning about the key features of minimalism and how it has been influenced by other musical styles, while singing and playing a minimalist piece in two parts from staff notation.</p> <p>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>Looping and remixing Learning how dance music is created, focusing particularly on the use of loops, and learning how to</p>

Music- 2 year Rolling Programme

	<p>Pitch and tempo- Super heroes Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.</p> <p>Vocal and body sounds- By the Sea Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.</p>	<p>Rock and Roll Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.</p> <p>Jazz Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p>play a well-known song before putting a dance music spin on it to create their own versions.</p> <p>Film music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>
--	--	---	---

Music: Instrumental Scheme runs over 6 progressive units. Unit 1-3 in Cycle B in Y3/4 and Units 4-5 in Cycle A on 5/6



MUSIC