

Music- 2 year Rolling Programme

| Music                 | Year 1 and 2   | Year 3 and 4   | Year 5 and 6  |
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| <p><b>Cycle B</b></p> | <p><b>Aut 1</b><br/> <b>Sound patterns: Fairytales</b><br/>                     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><b>Aut 2</b><br/> <b>Keeping the pulse: My Favourite things.</b><br/>                     Children explore keeping the pulse through music and movement by exploring their favourite things.</p> <p><b>Spr 1</b><br/> <b>Contrasting dynamics: Space</b><br/>                     Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p> <p><b>Spr 2</b><br/> <b>Dynamics: Seaside</b><br/>                     Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p> <p><b>Sum 1</b><br/> <b>Structure: Myths and Legends</b><br/>                     Developing an understanding of structure by exploring and ordering rhythms.</p> <p><b>Sum 2</b><br/> <b>Musical Symbols: Under the Sea</b><br/>                     Children combine all of the musical concepts learned so far for an underwater themed performance, incorporating instrumental, vocal and body sounds.</p> | <p><b>Instrumental lessons provided by Entrust.</b></p> <p><b>Children will also prepare songs for Young Voices concert.</b></p> | <p><b>Aut 1</b><br/> <b>Songs of WW2</b><br/>                     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><b>Aut 2</b><br/> <b>Young voices</b></p> <p><b>Spr 1</b><br/> <b>Dynamics, pitch and texture</b><br/>                     Appraising the work of Mendelssohn and further developing the skills of improvisation and composition</p> <p><b>Spr 2</b><br/> <b>South and West Africa</b><br/>                     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><b>Sum 1</b><br/> <b>Baroque</b><br/>                     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><b>Sum 2</b><br/> <b>Musical Theatre</b><br/>                     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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| <b>Cycle A</b> | <p><b>Aut 1:</b><br/><b>Call and response: Animals</b><br/>Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p> <p><b>Aut 2:</b><br/><b>Instruments: Musical storytelling</b><br/>Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p> <p><b>Spr 1</b><br/><b>Pitch: Superheroes</b><br/>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p> <p><b>Spr 2</b><br/><b>Tempo: Snail and the Mouse</b><br/>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><b>Sum 1</b><br/><b>Singing: On this Island</b><br/>Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p> <p><b>Sum 2</b><br/><b>Pitch: Musical Me</b><br/>Exploring the song 'Once a Man Fell in a well' playing it using tuned percussion and reading simple symbols representing pitch.</p> | <p><b>Instrumental lessons provided by Entrust.</b></p> | <p><b>Aut 1</b><br/><b>Film Music</b><br/>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> <p><b>Aut 2</b><br/><b>Theme and variations: Pop art</b><br/>Exploring the musical concepts of theme and variations and discover how rhythms can translate onto different instruments.</p> <p><b>Spr 1</b><br/><b>Blues</b><br/>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><b>Spr 2</b><br/><b>Composition to represent the festival of colour- Holi</b><br/>Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.</p> <p><b>Sum 1</b><br/><b>Looping and remixing</b><br/>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><b>Sum 2</b><br/>Composing and performing a leavers song</p> |

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