

St Teresa's Catholic Primary School

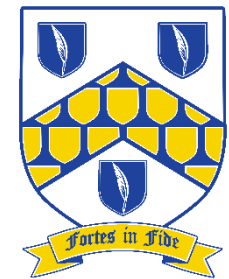
Music Long Term Overview and Progression of Lessons

Respect – Resilience – Read – Retain

'Do the little things well'



St Teresa's Catholic Primary School



Reception: Yearly Overview				
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1: Summer 2:
Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Big Band
<p>Lesson 1: Vocal Sounds Children explore using their voices to make a variety of sounds</p>	<p>Lesson 1: Diwali Music Children learn about the festival of Diwali and respond to music through movement</p>	<p>Lesson 1: Action songs Learning why songs can have actions and some simple Makaton signs to accompany a song</p>	<p>Lesson 1: Moving to music Children listen to the lyrics and melody of the “Teddy Bear’s Picnic,” and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece</p>	<p>Lesson 1: What makes an instrument? Learning about different music instruments, children then use recyclable materials to create and play their own instrument</p>
<p>Lesson 2: Body Sounds Children explore using their bodies to make a variety of sounds</p>	<p>Lesson 2: Hanukkah Music Children learn some of the dances and instruments from the festival of Hanukkah</p>	<p>Lesson 2: Finding the beat Children explore the beat through body movement</p>	<p>Lesson 2: Using instruments to represent characters The children listen to the classical piece and narrated story of “Peter and the Wolf,” by Sergei Prokofiev and recall the characters from the story before exploring</p>	<p>Lesson 2: Introduction to orchestra Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor</p>

			how each is represented in the music	
<p>Lesson 3: Instrumental Sounds Children explore using instruments to make a variety of sounds</p>	<p>Lesson 3: Kwanzaa Music Learning about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums</p>	<p>Lesson 3: Exploring tempo Children learn to recognise and react to different tempos in music</p>	<p>Lesson 3: Story telling with actions Children use actions to tell the story of “The Sleeping Princess,” before singing and performing a group song based on the story</p>	<p>Lesson 3: Follow the beat Children follow a beat using an untuned instrument and play their instruments together to match the beat</p>
<p>Lesson 4: Environmental Sounds Using instruments to make sounds from the environment</p>	<p>Lesson 4: Traditional Christmas Music Children take part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song</p>	<p>Lesson 4: Exploring tempo and pitch through dance Children learn to express different pitch and tempo in music through dance</p>	<p>Lesson 4: Using instruments to represent actions Children are divided into small groups and allocated a section of the story “We’re Going on a Bear Hunt,” by Michael Rosen with corresponding instruments to play.</p>	<p>Lesson 4: Tuned and Untuned Instruments Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time</p>
<p>Lesson 5: Nature sounds</p>	<p>Lesson 5: Christmas Action Songs Children create and perform appropriate</p>	<p>Lesson 5: Music and movement performance</p>	<p>Lesson 5: Musical story composition</p>	<p>Lesson 5: Big band performance Children select appropriate instruments to represent different parts of a song before</p>

<p>Children listen to sounds in nature and try to recreate them</p>	<p>actions to represent Christmas song lyrics</p>	<p>Children perform two movement and movement songs</p>	<p>Children write, compose, practise and perform their own musical story based on either their morning routine, the school day routine or anything else appropriate for the class</p> <p>Lesson 6 (Optional Musical story performance) Children perform their musical story based upon a familiar routine, using movement to express moods or actions within the story</p>	<p>performing a practised song to a small audience</p>
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KS1 (Year 1 and 2) : Yearly Overview					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Musical Vocabulary (Under the Sea)	Pulse and Rhythm (All About Me)	Classical music, dynamics and tempo (Animals)	Timbre and Rhythmic patterns (Fairy Tales)	Pitch and Tempo (Superheroes)	Vocal and body sounds (By the sea)
<p>Lesson 1: Pulse and tempo: Dive into danger!</p> <p>To learn the musical vocabulary: pulse and tempo</p>	<p>Lesson 1: Pulse and rhythm: My favourite things</p> <p>To use my voice and hands to make music</p>	<p>Lesson 1: Classical music, dynamics and tempo: Percussive animals</p> <p>To use percussion and my body expressively in response to music</p>	<p>Lesson 1: Timbre and rhythmic patterns: Character voices</p> <p>To use voices expressively to speak and chant</p>	<p>Lesson 1: Pitch and tempo: High fliers</p> <p>To understand the concept of pitch</p>	<p>Lesson 1: The sea: Vocal and body sounds</p> <p>To understand that music can be used to represent an environment</p>
<p>Lesson 2: Dynamics and timbre: Underwater world</p>	<p>Lesson 2: Pulse and rhythm: You've got a friend</p>	<p>Lesson 2: Classical music, dynamics and tempo: Singing animals</p>	<p>Lesson 2: Timbre and rhythmic pattern: Starting with instruments</p>	<p>Lesson 2: Pitch and tempo: Pitch patterns</p>	<p>Lesson 2: Vocal and body sounds: Embodying the sea</p>

To explain what dynamics and timbre are	To clap and play in time to the music	To sing a song in sections	To select suitable instrumental sounds to represent a character	To create a pattern using two pitches	To understand how music can represent changes in an environment
Lesson 3: Pitch and rhythm: Underwater world To explain what pitch and rhythm are	Lesson 3: Pulse and rhythm: Dance, dance, dance To play simple rhythms on an instrument	Lesson 3: Classical music, dynamics and tempo: Performing animals To perform a song	Lesson 3: Timbre and rhythmic patterns: Rhythms To compose and play a rhythm	Lesson 3: Pitch and tempo: Faster than a speeding bullet To understand the concept of tempo	Lesson 3: Vocal and body sounds: Musical treasure hunt To select instruments to match seaside sounds
Lesson 4: Texture and structure: Coral Reef To explain what texture and structure are	Lesson 4: Pulse and rhythm: Happy To listen to and repeat short rhythmic patterns	Lesson 4: Classical music, dynamics and tempo: Composing animals To use instruments to create different sounds	Lesson 4: Timbre and rhythmic patterns: Responding to music To recognise how timbre is used to represent characters in a piece of music	Lesson 4: Pitch and tempo: Superhero theme tune To create a superhero theme tune	Lesson 4: Vocal and body sounds: Seaside story To recognise and use dynamics and tempo
Lesson 5: Musical Vocabulary	Lesson 5: Pulse and rhythm:	Lesson 5: Classical music, dynamics and	Lesson 5: Timbre and rhythmic	Lesson 5:	Lesson 5: Vocal and body sounds: Seaside soundscape

<p>To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p>Practice makes perfect</p> <p>To understand the difference between pulse and rhythm</p>	<p>tempo: The story of the lion</p> <p>To create and choose sounds</p>	<p>patterns: Keeping the pulse</p> <p>To keep the pulse using untuned instruments</p>	<p>Pitch and tempo: Final performance</p> <p>To perform confidently as part of a group</p>	<p>To write music down and perform from a graphic score</p>
<p><u>Key Vocabulary</u></p> <p>pulse dynamics tempo celeste timbre pitch rhythm structure texture graphic score</p>	<p><u>Key Vocabulary</u></p> <p>rhythm pulse</p>	<p><u>Key Vocabulary</u></p> <p>fast slow quiet dynamics tempo musical composition</p>	<p><u>Key Vocabulary</u></p> <p>timbre pulse rhythm syllables strings timpani oboe clarinet bassoon french horn flute</p>	<p><u>Key Vocabulary</u></p> <p>accelerando high pitched low pitch perform performance pitch pitch pattern tempo</p>	<p><u>Key Vocabulary</u></p> <p>body percussion dynamics graphic score instruments pitch seaside sounds tempo timbre</p>

<p>Story sound effects</p> <p>To create a range of sounds to accompany a story</p>	<p>Viking Notation</p> <p>To recognise simple rhythmic notation by ear and by sight</p>	<p>Semibreves</p> <p>To recognise and play semibreves by ear and from staff notation</p>	<p>The story behind the song</p> <p>To understand that ballads tell a story</p>	<p>Letter notation</p> <p>To write and perform a pentatonic melody</p>	<p>Instrumental Calypso</p> <p>To understand how and why percussion instruments can be used in Calypso music</p>
<p>Lesson 4:</p> <p>Adding Rhythm</p> <p>To compose and perform a rhythm to accompany a story</p>	<p>Lesson 4:</p> <p>Viking Battle Song</p> <p>To use simple rhythmic notation to compose a Viking battle song</p>	<p>Lesson 4:</p> <p>Crotchets and rests</p> <p>To recognise and play crotchets and crotchet rests by ear and from staff notation</p>	<p>Lesson 4:</p> <p>Writing lyrics</p> <p>To be able to write lyrics for a ballad</p>	<p>Lesson 4:</p> <p>Enter the dragon</p> <p>To perform a group composition</p>	<p>Lesson 4:</p> <p>Calypso quavers</p> <p>To recognise and perform quavers from staff notation</p>
<p>Lesson 5:</p> <p>Musical Mountain</p> <p>To compose and notate a short melody to accompany a story</p>	<p>Lesson 5:</p> <p>Perform like a Viking</p> <p>To perform music with confidence and discipline</p>	<p>Lesson 5:</p> <p>Gumboot dance</p> <p>To compose rhythmic patterns for a gumboot dance</p>	<p>Lesson 5:</p> <p>Singing my ballad</p> <p>To be able to take part in a group performance</p>	<p>Lesson 5:</p> <p>Final performance</p> <p>To perform a piece of music as a group</p>	<p>Lesson 5:</p> <p>Pentatonic Calypso</p> <p>To improvise in a Calypso style using a pentatonic scale</p>
<p>Key Vocabulary</p> <p>influence</p> <p>listen</p> <p>dynamics</p> <p>timbre</p> <p>pitch</p>	<p>Key Vocabulary</p> <p>composition</p> <p>melody</p> <p>notation</p> <p>tempo</p>	<p>Key Vocabulary</p> <p>Time signature</p> <p>Bar line</p> <p>Dynamics</p> <p>Gumboot dancing</p> <p>Harmony</p>	<p>Key Vocabulary</p> <p>ballad</p> <p>ensemble</p> <p>compose</p>	<p>Key Vocabulary</p> <p>tempo</p> <p>crescendo</p> <p>dynamics</p> <p>timbre</p> <p>duration</p>	<p>Key Vocabulary</p> <p>Ensemble</p> <p>Percussion</p> <p>Improvise</p> <p>Notation</p> <p>Quavers</p>

repeated rhythm pattern notation ensemble compose	minim crotchet quaver coordinated disciplined	Improvise Metallophone Ostinato Rest Notation Treble clef Semibreve Crotchet Mimim			Semibreves Crotchets Minims Rhythm Rests Treble clef Bass clef
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