

# Music Yearly Overview 2022-2023



|               | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
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| <b>Year 1</b> | <p><b>All about me</b><br/>Pulse &amp; rhythm</p> <p>To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music.</p> <p>Key skills: Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p><b>pulse, rhythm</b></p>  | <p><b>Superheroes</b><br/>Pitch &amp; tempo</p> <p>To understand that pitch means how high or low a note sounds.</p> <p>Key skills: To recognise basic tempo, dynamic and pitch changes. Describing the differences between two pieces of music.</p> <p><b>tempo, pitch</b></p>   | <p><b>Animals</b><br/>Classical music Dynamic &amp; tempo</p> <p>To know that tempo is the speed of the music.<br/>To know that dynamics are how loud or quiet the music is.</p> <p>Key skills: Singing short songs from memory, maintaining the overall shape of the melody and keeping in tune.<br/>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p><b>tempo, dynamics</b></p> | <p><b>By the Sea</b><br/>Vocal &amp; Body sounds</p> <p>To understand that music can be represented by pictures or symbols.</p> <p>Key skills: To create a simple graphic score</p> <p><b>texture, structure, notation</b></p>   | <p><b>Under the sea</b><br/>Musical vocabulary</p> <p>To understand that tempo can be used to represent mood or help tell a story.<br/>To know that tempo is the speed of the music.</p> <p>Key skills: Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p><b>Tempo</b></p> | <p><b>Fairy Tales</b><br/>Timbre &amp; Rhythmic Patterns</p> <p>To understand that different types of sounds are called timbres. To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>Key skills: Describing the differences between two pieces of music. Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p><b>Timbre</b></p> |
| <b>Year 2</b> | <p><b>Sounds of Africa</b><br/>Call and response Animals</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.<br/>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</p> <p>Key skills: Copying longer rhythms on untuned percussion instruments. Keeping a steady pulse</p> <p><b>rhythm, pulse, structure</b></p> | <p><b>Myths and Legends</b><br/>Developing an understanding of musical language</p> <p>To know that a graphic score can show a picture of the structure of music.<br/>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>Key skills: Using letter names and/or graphic notation to represent their composition.</p> <p><b>texture, pulse, tempo, notation</b></p> | <p><b>Musical Me</b><br/>Learn to sing &amp; Play songs</p> <p>To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it.</p> <p>Key skills: Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p><b>Dynamics, pulse, tempo, notation</b></p>   | <p><b>Traditional Stories</b><br/>Orchestral instruments</p> <p>To know how woodwind, stringed and brass instruments are played.</p> <p>Key skills: Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music.</p> <p><b>timbre, texture</b></p> | <p><b>On the Island</b><br/>Making British Songs and sounds</p> <p>To know music represents the traditions or culture of a place, and can be passed on by being played rather than written down.</p> <p>Key skills: Singing short songs from memory with melodic and rhythmic accuracy.</p> <p><b>pitch, rhythm, tempo</b></p>                     | <p><b>Space</b><br/>Dynamis Timbre Tempo</p> <p>To know that a composer is someone who creates music and writes it down.<br/>To know that a 'soundscape' is a landscape created using only sounds.</p> <p>Key skills: Successfully combining and layering instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes.</p> <p><b>timbre, texture, structure</b></p>        |

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| <p><b>Year 3</b></p> <p><b>Ukalele sessions Spring &amp; Summer</b></p> | <p><b>South America (Yr4 Topic)</b></p> <p>Samba and carnival sounds and instruments</p> <p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>Key skills: Playing syncopated rhythms with accuracy and fluency. Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p><b>rhythm, pulse, tempo, dynamics</b></p> | <p><b>Mountains</b></p> <p>Creating compositions in response to an animation</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together.</p> <p>Key skills: Beginning to use music vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p><b>timbre, dynamics</b></p> | <p><b>Festivals: Chinese New Year</b></p> <p>Pentatonic melodies and composition</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>Key skills: Understanding that music from different parts of the world, and different times, has different features. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Writing and performing a pentatonic melody.</p> <p><b>pitch</b></p> | <p><b>Ballads</b></p> <p>Creating a traditional ballad</p> <p>To know that a song can tell a story. To know that lyrics are the words of a song. To know that a 'stanza' is a verse.</p> <p>Key skills: Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p><b>pulse, tempo, pitch, rhythm, dynamics</b></p> | <p><b>Around the World: India</b></p> <p>Traditional instruments and improvisation</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music.</p> <p>Key skills: Discussing the stylistic features of different genres, styles and traditions of music Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p><b>structure, texture, tempo, pulse</b></p> | <p><b>Jazz</b></p> <p>Learning about ragtime style music, Dixieland music and scat singing.</p> <p>To know that Jazz is a type of music that originated in the African-American communities of the USA.</p> <p>Key Skills: Learning about the history of a style or movement in music. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p><b>rhythm, structure</b></p> |
| <p><b>Year 4</b></p>  | <p><b>Rainforests</b></p> <p>Body and tuned percussion</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>Key skills: Creating a piece of music with at least four layers and a clear structure. Suggesting improvements to others work, using musical vocabulary.</p> <p><b>texture, structure</b></p>   | <p><b>Romans</b></p> <p>Adapting and transposing motifs</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p> <p>Key skills: Beginning to improvise musically within a given style. Using letter names, graphic notation and musical vocabulary to label and record their compositions.</p>   | <p><b>Blues</b></p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>Key skills: Learning about the history of a style or movement in music. Comparing, discussing and evaluating music using detailed musical vocabulary.</p>  | <p><b>Haiku, music and Performance</b></p> <p>To know that expressive language (like a poem) can be used as inspiration for composing music.</p> <p>Key skills: Creating a piece of music with at least four different layers and a clear structure. Beginning to improvise musically within a given style.</p> <p><b>texture, structure, rhythm, pitch, timbre</b></p>                    | <p><b>Rock and Roll</b></p> <p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. To know that it was created after the second world war and it was intended to represent happiness.</p> <p>Key skills: Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between</p>   | <p><b>Viking</b></p> <p>Developing singing techniques and keeping in time</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>Key skills: Performing from basic staff notation,</p>                                  |

|               |  | <b>structure, notation</b> | <b>structure, rhythm, pulse, pitch</b> |   | different genres, styles and traditions of music.<br><br><b>tempo, structure</b> | incorporating rhythm and pitch and being able to identify these symbols using musical terminology. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique<br><br><b>pitch, rhythm, pulse, tempo, notation</b>  |
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| <b>Year 5</b> | <p><b><u>Dance Music</u></b><br/>Looping and remixing</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.<br/>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p> <p>Key skills: Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p><b>rhythm, texture, structure, pulse</b></p> |                            |  | <p><b><u>Film music (Yr6 topic)</u></b><br/>Exploring and identifying the characteristics of film music.</p> <p>To know that a film soundtrack includes the background music and any songs on a film.<br/>To understand key signature use note pitches.</p> <p>Key skills: Recognising and discussing stylistic features of music.<br/>Identify the way that features of a song can complement one another to create effect.</p> <p><b>Notation, tempo, pitch</b></p> |  | <p><b><u>Theme and variations</u></b><br/>(Theme: Pop Art)</p> <p>Explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments</p> <p>To know that a theme is a main melody in a piece of music.<br/>To know that variations in music are when a main melody is changed.</p> <p>Key skills: Discussing musical eras in context, identify how they influenced each other.</p> <p><b>Rhythm, tempo, pulse</b></p> |

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| <p><b>Year 6</b></p> | <p><b><u>South and West Africa</u></b><br/>African songs and instruments</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>Key skills: Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Developing confidence in using detailed musical vocabulary, related to the interrelated dimensions of music.</p> <p><b>structure, texture, rhythm, pulse, pitch, timbre</b></p> | <p><b><u>WWII</u></b><br/>Songs of War</p> <p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>Key skills: Learning about the history of a style or movement in music.</p> <p><b>pitch, texture, rhythm, timbre</b></p> |  |  |  | <p><b><u>Leavers' song</u></b><br/>Creating own leavers' song personal to their experiences as a class.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>Key skills: Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p><b>pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation</b></p> |
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