



# Curriculum overview for parents and carers

## Music

Summary of key Music learning for Reception to Year 6.

Year 3			
<b>Autumn 1</b>	<b>Ballads</b>	<b>Autumn 2</b>	<b>Creating compositions in response to an animation (Theme: Mountains)</b>
	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.		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.
<b>Spring 1</b>	<b>Developing singing technique (Theme: The Vikings)</b>	<b>Spring 2</b>	<b>Pentatonic melodies and composition (Theme: Chinese New Year)</b>
	Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.		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.
<b>Summer 1</b>	<b>Jazz</b>	<b>Summer 2</b>	<b>Traditional instruments and improvisation (Theme: India)</b>
	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.		Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

Year 4			
<b>Autumn 1</b>	<b>Body and tuned percussion (Theme: Rainforests)</b>	<b>Autumn 2</b>	<b>Rock and Roll</b>
	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.		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.
<b>Spring 1</b>	<b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b>	<b>Spring 2</b>	<b>Haiku, music and performance (Theme: Hanami)</b>
	Representing the different stages of a river through vocal and percussive ostinatos, culminating in a final group performance.		Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
<b>Summer 1</b>	<b>Samba and carnival sounds and instruments</b>	<b>Summer 2</b>	<b>Adapting and transposing motifs (Theme: Romans)</b>
	Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.		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.

Year 5			
<b>Autumn 1</b>	<b>Composition notation (Theme: Ancient Egypt)</b>	<b>Autumn 2</b>	<b>Blues</b>
	Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to further develop understanding of staff notation.		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.
<b>Spring 1</b>	<b>South and West Africa</b>	<b>Spring 2</b>	<b>Composition to represent the festival of colour (Theme: Holi festival)</b>
	Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.		Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition.
<b>Summer 1</b>	<b>Looping and remixing</b>	<b>Summer 2</b>	<b>Musical theatre</b>
	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.		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.

Year 6			
<b>Autumn 1</b>	<b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b>	<b>Autumn 2</b>	<b>Songs of WW2</b>
	Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.		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.
<b>Spring 1</b>	<b>Film music</b>	<b>Spring 2</b>	<b>Theme and Variations (Theme: Pop Art)</b>
	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.		Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments
<b>Summer 1</b>	<b>Baroque</b>	<b>Summer 2</b>	<b>Composing and performing a Leavers' Song</b>
	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.		Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.