Coley Primary School Curriculum Overview

Music

Coley Primary School Overview for Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery						
Reception	A Sky Full of Colour	A Tale from Long Ago	Busy City	When Snowflakes Fall	Amazing African Animals	Our Growing World
Year 1	Beat Number	Exploring Sounds Weather	Pitch Seasons	Beat Pattern	Travel Performance	Pitch Water
Year 2	Exploring Sounds Ourselves	Beat Our Bodies	Pitch Animals	Exploring Sounds Weather	Pitch Seasons	Performance Travel
Year 3	Composition Environment	Poetry Performance	Pitch China	Beat Time	Pitch Singing French	Structure Ancient
Year 4	Performance Poetry	Structure Recycling	Pitch Around the World	Composition Communication	Beat Time	Notation In the Past
Year 5	Listening Solar System		Structure Life Cycles		Composition At the Movies	
Year 6	Step Dance Performance World Unite		Song Cycle Performance Journeys		Street Dance Performance Growth	

Year 1

Week	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit – Number	**Unit - Weather**	**Unit – Seasons**	**Unit – Pattern**	**Unit – Travel**	**Unit – Water**
1	**Steady Beat** Recognising and developing a sense of steady beat through using voices and body percussion.	**Mister Wind** Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments.	**Seasonal Songs** Identifying changes in pitch and responding to them with movement. Contrasting changes in pitch with changes in dynamics (volume).	**Creature Beat** Marking a steady beat with voices and body percussion. Counting a steady beat in patterns of 2, 3 and 4 beats (metre). Performing a steady beat in patterns of 2, 3 and 4 beats (metre).	**Shoes Ago Ago** Combining voices, movement and instruments to perform a chant and a song.	**Waves** Creating a picture in sound.
2	**Mr Macarella** Identifying and performing changes in tempo. Learning to play percussion with contro.l Keeping a steady beat and using dynamics to vary the musical effect.	**Stormy Music** Improvising descriptive music. Controlling duration and dynamics using voices, body percussion and instruments.	**Seed and Flowers** Relating pitch changes to graphic symbols and performing pitch changes vocally. Listening and responding to pitch changes with movement.	**Strong Beat** Exploring different ways to emphasise the first beat in a repeating pattern or metre. Identifying metre by recognising its pattern.	**Tuk-Tuk** Keeping a steady beat on instruments. Creating word rhythms Performing word rhythms with movement.	**The Aquarium** Understanding musical structure by listening and responding.
3	**More Macarella** Identifying and keeping a steady beat using movement, body percussion and instruments. Recognising and responding to changes in tempo in music.	**Beethoven's Storm** Identifying a sequence of sounds (structure) in a piece of music. Responding to music through movement.	**The Cuckoo** Listening and responding to a falling pitch signal. Distinguishing between pitched and un-pitched percussion sounds. Listening in detail to a piece of orchestral music.	**Number Snake** Dividing the number 12 into 2s 3s and 4s. Exploring different ways to emphasise beats to form a group (metre). Exploring sounds on instruments and finding different ways to vary their sound.	**Travelling Songs** Keeping a steady beat Playing and combining simple word rhythms. Responding to music in movement.	**Water Songs** Performing a simple repeated pattern.

Year 2

Week	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit – Ourselves	**Unit – Our Bodies**	**Unit – Animals**	**Unit – Weather**	**Unit – Seasons**	**Unit – Travel**
1	Creating and responding to vocal sounds and body percussion.	Recognising and responding to steady beat. Recognising and responding to a rhythm ostinato pattern. Recognising and playing rhythmic patterns.	Listening to a steady beat and responding in movement. Identifying and responding to changes in pitch, upwards and downwards. Performing changes in pitch using whole body movement and voice.	Performing a rhythmic chant and playing an independent rhythm pattern to accompany it. Listening in detail to a piece of orchestral music.	Singing with expression, paying attention to the pitch shape of the melody. Using sign language in a song. Accompanying a song with vocal and instrumental ostinato.	Exploring patterns of physical movement in a game song. Responding to a song with movement. Using simple musical vocabulary to describe music.
2	Developing the use of vocal sounds to express feelings. Exploring expression in a conversation without words. Notating pitch shape and duration using simple line graphics.	Recognising and responding to steady beat at different tempi. Playing steady beats at different tempi on body percussion and instruments. Singing in two parts and combining steady beats.	Understanding and performing upwards and downwards pitch direction. Reading pitch line notation.	Performing an updated version of a traditional nursery rhyme with a rap section included. Accompanying a song with three different repeated word patterns.	Identifying rising and falling pitch. Performing a rising pitch sequence in a song.	Combining steady beat and rhythms to accompany a song. Listening and responding to contemporary orchestral music. Playing an instrument game to practise steady beat at changing tempi.
3	Understanding how mood can be expressed using the voice. Understanding the structure of call and response songs. Developing an expressive song performance with voices and instruments	Recognising and responding to different steady beats. Performing rhythmic movement patterns to a steady beat. Performing rhythmic patterns on percussion.	Playing pitch lines on tuned percussion. Combining pitch change with changes in other elements/dimensions.	Composing music to illustrate a story.	Listening and responding to pitch changes with movements. Singing with expression and paying attention to the pitch shape of the melody.	Preparing and improving a performance using movement, voice and percussion. Using instruments expressively. Understanding notation

Year 3

Week	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit – Environment	**Unit – Poetry**	**Unit - China**	**Unit – Time**	**Unit – Singing French**	**Unit - Ancient Worlds**
1	Selecting descriptive sounds to accompany a poem. Creating a musical re-telling of a poem Singing in two-part harmony. Accompanying a song with a melodic ostinato.	Enhancing and extending the performance of a poem using vocal patterns. Creating a piece of 'playground music' out of layered vocal patterns as part of a performance piece.	Understanding the pentatonic scale	Identifying the metre in a piece of music. Playing independent parts in more than one metre simultaneously.	Understanding pitch through melody. Developing a song.	Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati. Singing a song and accompanying it with tuned percussion ostinati.
2	Exploring timbre to create a descriptive piece of music. Learning about ternary form. Singing a song with expression.	Exploring contrasting moods and effects as part of a performance.	Using graphic notation with the pentatonic scale. Understanding pitch through composing, notating and reading graphic notation. Performing a pentatonic song with tuned and untuned accompaniment.	Identifying and performing an ostinato. Improvising to an ostinato accompaniment.	Understanding pitch through singing and playing a melody.	Exploring musical phrases, melodic imitation and rounds.
3	Developing the lyrics of a song. Choosing timbre to make an accompaniment. Combining chants and sound pictures in a class performance in rondo structure.	Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece.	Exploring the pentatonic scale. Playing in steps using graphic notation.	Performing rhythmic ostinati individually and in combination. Layering rhythms. Recognising rhythm patterns in staff notation.	Recognising pitch shapes. Reading notations to play a melody.	Performing a round in three parts. Arranging an accompaniment with attention to balance and musical effect.

Year 4

Week	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit –Poetry	**Unit – Recycling**	**Unit – Around the World**	**Unit – Communication**	**Unit – Time**	**Unit – In the Past**
1	Looking at music notation with reference to metre and accent. Building an extended performance piece from a poem. Using canon and ostinati as accompaniments. Paying attention to notation, accent, diminuendo and balance.	Making instruments. Performing verse and chorus structure. Interpreting notation. Improvising.	Exploring the pentatonic scale. Playing leaps. Reading graphic notation.	Copying rhythms and a short melody. Playing ostinati and layering them in a performance.	Identifying the metre of a new song. Singing in three independent parts. Playing and singing repeated patterns (ostinati) from notation.	Learning to play a Renaissance dance from notations. Composing a fanfare. Understanding simple musical structures.
2	Using beatbox techniques to imitate the sound of a drum kit. Performing a rap with a vocal beatbox accompaniment.	Making instruments. Performing verse and chorus structure. Interpreting notation and improvising. Understanding ABA structure.	Developing listening skills. Describing music using musical and non-musical terms. Composing and notating pentatonic melodies.	Using music to communicate a meaning. Composing a rap.	Identifying metre in a piece of music. Understanding syncopation and using off-beat rhythms in improvisation. Combining independent parts in more than one metre.	Learning a dance and playing music used for celebrations.
3	Performing a poem with rhythmic accuracy (choral speaking). Devising a rhythmic accompaniment based on repeated text fragments. Balancing voices in a performance.	Performing repeating rhythms. Chanting in three parts. Exploring sounds. Performing rondo form.	Playing a pentatonic song with leaps. Combining tuned, untuned percussion and singing.	Playing ostinati and layering them in a performance.	Identifying how a wellknown story has been told in music. Creating music which tells a story.	Learning a 1960s pop song. Creating a performance.

Year 5

Week	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6
	Unit – Solar System	**Unit – Life Cycles**	**Unit – At the Movies**
1	Listening to music with focus and analysing using musical vocabulary. Relating sound sequences to images. Interpreting images to create descriptive sound sequences.	Singing in three parts. Reading a melody in staff notation. Accompanying a song with tuned and untuned instruments.	Understanding music narrative. Interpreting notation. Using a storyboard to structure sounds.
2	Developing the use of dynamics in a song. Listening to music, focusing on dynamics and texture. Learning a melodic ostinato using staff notation.	Composing and performing together. Singing in two parts.	Learning about the use of sound effects to movies. Exploring and using narrative structure. Composing sound effects to perform with a movie.
3	Developing techniques of performing rap using texture and rhythm	Combining vocal sounds in performance. Creating a performance using voices and instruments in four parts.	Identifying changes in tempo and their effects. Exploring and understanding phrase structure of a song melody. Creating and performing a sequence of melodic phrases with a movie.
4	Learning a song with a complex texture. Learning about the sound of the whole tone scale.	Exploring extended vocal techniques. Developing a structure to combine sounds.	Learning about the use of musical clichés in movie soundtracks. Exploring the effects of music on movies. Using the musical dimensions to create and perform music for a movie.
5	Listening to music and describing its effects and use of the musical dimensions. Performing a song with expression and with attention to tone and phrasing. Creating a musical background to accompany a poem.	Creating musical effects using contrasting pitch.	Learning about techniques used in movie soundtracks. Exploring techniques used in movie soundtracks. Creating sounds for a movie, following a timesheet.
6	Creating and presenting a performance of song, music and poetry.	Learning about the music of an early opera. Creating descriptive music. Developing a performance with awareness of audience.	Working in groups to create descriptive movie music. Evaluating and refining compositions. Learning about using cue scores.

Year 6

Week	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6
	World Unit	**Journeys**	**Growth**
1	Exploring beat and syncopation through a song and body percussion.	Singing in three-part harmony.	Feeling and moving to a three-beat pulse and revising rhythmic ostinato.
2	Developing co-ordination and rhythm skills. Performing a rhythmic sequence to a piece of music.	Exploring expressive singing in a part-song with echoes.	Performing and improvising rhythmic and melodic ostinati.
3	Developing the idea of pitch shape and relating it to movement. Understanding pitch through movement and notation.	Developing song cycles for performance. Staging a performance with awareness of audience.	Singing in harmony. Learning about chords.
4	Creating rhythm patterns. Arranging different musical sections to build a larger scale performance.	Singing a pop song with backing harmony. Learning about a song's structure.	Performing music and dance.
5	Exploring rhythm through dance. Combining different rhythms.	Learning to sing major and minor note patterns accurately. Learning a pop song with understanding of its structure.	Revising, rehearsing and developing music for performance.
6	Exploring ways of combining and structuring rhythms through dance.	Developing a song cycle performance incorporating mixed media. Developing planning, directing and rehearsal skills.	Understanding the process of a musical performance.