

## Music Overview



'Working together to achieve success'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Nursery Rhymes & Action Songs Goldilocks & the Three Bears – Pulse & Pitch Three Billy Goats Gruff – Pulse & Dynamics	Christmas Songs	The Gruffalo Song & improvising rhythms	Continuous Provision – revisiting prior learning	We're Going on a Bear Hunt – Storytelling & Music (Rhythm & Timbre) Che Che Kule (African Call & Response)	Creating rhythms linked to minibeast names & Enormous Turnip story
<b>Music/Genre</b>	R&B/Soul - Happy Birthday – Stevie Wonder Jazz/Funk - Don't You Worry 'Bout a Thing - Incognito Indian Music (Diwali)	Romantic - Dance of the Sugar Plum Fairy - Tchaikovsky 20 <sup>th</sup> Century Orchestral - Walking in the Air - Howard Blake	Electronic Jazz - Spiderman – Michael Buble Disco - We are Family – Sister Sledge Soul - ABC – The Jackson 5 Latin Dance Pop - Conga - Miami Sound Machine Classical - Horn Concerto No.4 – Mozart Romantic – William Tell Overture - Rossini	Classical - Flight of the Bumblebee by Rimsky Korsakov Classical - E.T Flying Theme by John Williams Pop - Our House – Madness Funk - I Feel Good – James Brown 20 <sup>th</sup> Century Orchestral - Mars from The Planets - Gustav Holst My Mum is Amazing – Zain Bhika	Thula Baba – South African Lullaby Contemporary - Ain't no Mountain High Enough – Marvin Gaye & Tammy Terrell Rock - Roll Alabama - Bellowhead Folk - Sea Shanties – Wellerman Pop Soul - Heal the World – Michael Jackson	Soul - Lovely Day by Bill Withers Pop (Big band) - Beyond the Sea by Robbie Williams Folk - Frogs Legs & Dragon's Teeth by Bellowhead Musical - Singing in the Rain by Gene Kelly Disco - Boogie Wonderland – Earth, Wind & Fire Disco - Celebration by Kool & the Gang
<b>Year 1</b>	x	Little Red Hen – explore & develop the skill of maintaining pulse with body percussion & instruments	Combine musical sound effects & short <b>sequences</b> of sounds in response to stimuli e.g. a space journey to make a story, choosing & playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves)		Fast & Slow Animals	Create musical sound effects & short <b>sequences</b> of sounds in response to stimuli e.g. Jack climbing the Beanstalk
<b>Music/Genre</b>	Hip Hop The Fresh Prince of Bel Air Will Smith	x	Disco Le Freak Chic	Classical Rondo Alla Turca Mozart	20 <sup>th</sup> Century The Planets Gustav Holst	Revisiting
<b>Year 2</b>	x	The Elves & the Shoemaker – learn to play a rhythmic accompaniment whilst singing	x	The Pied Piper – create the Piper's Magical Melody	x	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)
<b>Music/Genre</b>	Pop With a Little Help from My Friends/When I'm 64 The Beatles	x	Rock 'n' Roll Let's Twist Again Chubby Checker	20 <sup>th</sup> Century Orchestral Bolero Maurice Ravel	Revisiting	Reggae Three Little Birds Bob Marley
<b>Year 3</b>	x	Play a pitched accompaniment to a Christmas Song – Deck the Halls	Stone Soup – accompany the song with repeating rhythms (ostinato) & actions. Then build up layers of rhythms to make textures	x	Play simple tunes with crotchets, rests & quavers – linked to well-known songs & invented ones	x
<b>Music/Genre</b>	Romantic Night on a Bare Mountain Mussorgsky	x	Ragtime (1890-1920's Dance) Maple Leaf Rag Scott Joplin	Funk I Got You James Brown	Revisiting	Folk My Bonnie Lies over the Ocean
<b>Year 4</b>	x	Play a pitched accompaniment to a Christmas Song – Rudolph	x	Compose a short piece to match the mood from a story or part/event of a story – Sho & the Demons of the Deep	Begin to play simple tunes with crotchets, rests, quavers, minims & semi-breves – linked to well-known songs & invented ones	x
<b>Music/Genre</b>	Jazz Take the A Train Billy Strayhorn/Duke Ellington Orchestra	x	Classical Symphony No.5 Beethoven	Soul & Gospel Lean on Me Bill Withers + Gospel Choir	Revisiting	Rock 'n' Roll Suspicious Minds + others Elvis Presley
<b>Year 5</b>	x	Play a pitched accompaniment to a Christmas Song – Jingle Bells	x	Create a piece of music (soundscape) to represent an environment (Amazon Rainforest)	x	Play simple tunes with crotchets, rests, quavers, minims & semi-breves – linked to well-known songs & invented ones
<b>Music/Genre</b>	Baroque Hallelujah Chorus from Messiah Handel	x	Jazz When you're Smiling Frank Sinatra	South American Music	Revisiting	Pop Ballads Make you feel my love Adele
<b>Year 6</b>	x	Play a pitched accompaniment to a Christmas Song – Feliz Navidad	x	Create a piece of music (soundscape) to represent an atmosphere (WWII)	x	Create a piece/pieces of music to represent the theme of "Leaving School/Life's Journey"
<b>Music/Genre</b>	Romantic 1812 Overture Tchaikovsky	x	20 <sup>th</sup> /21 <sup>st</sup> Century Film Music John Williams	Revisiting	Rock Livin' on a Prayer Bon Jovi	Hip Hop Old Town Road Lil Nas X feat Billy Ray Cyrus

# Inter-Related Dimensions of Music Progression

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	Pulse	Rhythm	Pitch	Duration	Tempo	Dynamics	Texture	Timbre	Structure
<b>Definition</b>	<i>Heartbeat of the music; steady beat that never stops Stays the same</i>	<i>Long &amp; short sounds that happen over the pulse Changes</i>	<i>Refers to the complete range of sounds in a piece of music from the lowest to the highest</i>	<i>Length of a sound or silence</i>	<i>The speed at which music is performed, usually described in terms of fast/slow</i>	<i>The loudness of the music, usually described in terms of loud/quiet</i>	<i>Layers of sound, the difference between thick (many sounds) &amp; thin (few) layers of sounds</i>	<i>All instruments, including voices, have a particular sound quality which is referred to as timbre, e.g. squeaky</i>	<i>Most music is underpinned by a structure which may be as simple as beginning, middle and end</i>
<b>Y1</b>	Find the pulse through body movement <i>Sometimes with support/help then independently</i>	Copy a simple rhythm  Make up my own simple rhythm using rhythmic patterns found in speech – names, topic words	Identify high & low sounds	Identify silence		Identify the dynamics as loud/ quiet  Copy then play simple patterns with loud & quiet sounds		Explore sounds of groups of musical instruments	Identify repetitive elements within a song or piece of music
<b>Y2</b>	Know that pulse means a steady beat that never stops	Know that rhythm means long & short sounds over the pulse  Clap a simple rhythm over the pulse	Know that pitch means high/low	Identify sounds of long & short duration  Know that duration means long & short sounds	Identify the tempo as fast/slow/ moderate, getting faster, getting slower  Copy then play a pattern with fast & slow parts  Know that tempo means fast/slow	Identify the dynamics as loud/ quiet, getting louder, getting quieter  Know that dynamics means loud/quiet or volume		Explore sounds of groups of musical instruments	Identify sections of music which sound the same or different
<b>Y3</b>	Maintain a strong sense of pulse and recognise when you are going out of time.	Copy & make up more complex rhythms <b>with crotchets, quavers &amp; crotchet rests</b>				Begin to learn forte & piano		Identify differences in sounds of different instruments  Know that timbre means quality of sound	Know that structure means beginning, middle, end/how the piece is put together  Explore working within whole class to create simple structures e.g. call & response, ABA ABABABABA, ABBA
<b>Y4</b>			Copy then play a more complex pitched pattern using 5 notes or a given range of notes e.g. pentatonic scales	Copy then play a more complex pattern with long & short sounds – <b>crotchets, quavers, minims &amp; semi-breves</b>		Begin to learn the terms crescendo & decrescendo	Identify when the texture is thick or thin  Identify when or if the texture changes – getting thicker or thinner  Know that texture means thick/thin layers of sound  Explore working within whole class to create thin/thick textures	Hear in a piece of music, refer to & compare the different sounds instruments make such as brass, woodwind & metallic/wooden percussion, string & electronic (keyboard)	
<b>Y5</b>		Maintain rhythmic accuracy holding my own part against another contrasting part	Maintain pitch accuracy holding my own part against another contrasting part				Explore working within groups to create thin/thick textures	Explore instruments for their sound quality within a composition	Explore working within groups to create simple structures
<b>Y6</b>		Maintain rhythmic accuracy holding my own part against another contrasting part	Maintain pitch accuracy holding my own part against another contrasting part	Compose music with a range of long & short sounds	Choose the tempo within a composition	Choose the dynamics within a composition	Choose to use thick/thin texture within own composition for a purpose	Choose instruments for their sound quality within a composition	Choose a simple structure to use for a composition

**National Curriculum Aim** - Understand & explore how music is created, produced & communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure & appropriate musical notations. Improvise & compose music using the inter-related dimensions of music.