

Music Long term overview 2024/25



	Autumn Term	Spring Term	Summer Term
Y1	<p>Menu Song Active listening (movement), beat, echo singing, showing pitch moving</p> <p>Colonel Hathi's March Beat, march, timbre, film music.</p> <p>Magical Musical aquarium Timbre, pitch, structure, graphic symbols, classical music</p>	<p>Football Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)</p>	<p>'Dawn' from Sea interludes Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p>Musical conversations Question-and-answer, timbre, graphic score.</p>
Y2	<p>Tony Chestnut Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion</p> <p>Creepy Castle Timbre, tempo, dynamics, graphic score, minor key, intervals.</p> <p>Grandma Rap Duration (crotchet, quavers, crotchet rest), unison, round</p> <p>Christmas Songs Timbre, pitch, structure, unison</p>	<p>Trains To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto).</p> <p>Swing-a-long with Shostakovich 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Charlie Chaplin To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p>	<p>Instrumental unit/Play percussion:Time Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.</p>
Y3			<p>Ukelele Playing and performing with a musical instrument Listening with attention to musical patterns and simple songs Begin to use chords to accompany songs/pieces of music and to identify language – piano, forte Appreciate and understand a range of live and recorded music</p>

Y4	<p style="text-align: center;">Ukelele</p> <p>Playing and performing with a musical instrument Listening with attention to musical patterns and simple songs</p> <p>Begin to use chords to accompany songs/pieces of music and to identify language – piano, forte</p> <p>Appreciate and understand a range of live and recorded music</p>		
Y5	<p style="text-align: center;">What shall we do with the drunken sailor?</p> <p>Body percussion, beat, duration, pitch, tempo, accompaniment, work song, sea shanty.</p> <p style="text-align: center;">Why we sing</p> <p>Gospel style, music for praise, beat, dynamics, pitch, structure, texture, expression, articulation.</p> <p style="text-align: center;">Intro to songwriting</p> <p>Duration, pitch, structure, texture, rhyme, phrase, metaphor.</p>	<p style="text-align: center;">Madina Tun Nabi</p> <p>Pitch, melody, octave, structure, call and response, improvisation, Arabic music.</p> <p style="text-align: center;">Building a groove</p> <p>Pentatonic scale, baseline, rhythm, backbeat, riff, legato, staccato, jazz/groove music.</p> <p style="text-align: center;">Epoca</p> <p>Beat, semitone, ostinato, tango, neotango, electronic music, fusion, texture (dense/intricate), timbre (staccato/legato)</p>	<p style="text-align: center;">Balinese Gamelan</p> <p>Looped pattern of beats, interlocking texture, Kendang, ceng ceng, pot gongs, Gamelan beleganjur kecak (vocal chants), cak lesung (rice-pounding rhythms)</p> <p style="text-align: center;">Composing in ternary form</p> <p>pentatonic scale, tempo, dynamics and volume, ternary form (musical shape ABA)</p> <p style="text-align: center;">Kisne Banaaya</p> <p>Indian Classical music - pitch - swar (notes) melody, harmony, chords, ostinato, acappella, singing in unison/two/four part round, timbre, instrumental, Riyaz (practise)</p>
Y6	<p style="text-align: center;">Hey Mr Miller</p> <p>Beat, pulse, count in, swing/swung rhythm, syncopation, pitch, arpeggio, chromatic, C major scale, question and answer structure, layers, rhythm/woodwind/brass section, scat singing, improvisation, big band music.</p> <p style="text-align: center;">Shadows</p> <p>Who are Lindsey Stirling and Tokio Myers? Explore the influences on an artist by comparing pieces of music from different genres. Timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical.</p>	<p style="text-align: center;">Dona Nobis Pacem</p> <p>Songs about peace</p> <p>Compose an 8-bar piece using percussion, in 3-time and using chords F major and C major. Sing a round accurately and in a <i>legato</i> style. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). Sing a chorus in two-part harmony with dancing on the beat.</p> <p>Duration, pitch, structure, texture, timbre, acredited vocal music, Latin.</p> <p style="text-align: center;">You to me are Everything</p> <p>Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments.</p>	<p style="text-align: center;">Race!</p> <p>Create an accompaniment and an extended melody with four distinct phrases. Experiment with harmony and structure ideas into a full soundtrack. Duration, beat, pitch, motif, harmony, ostinato, melody and accompaniment.</p> <p style="text-align: center;">Exploring identity through song</p> <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance. Understand different ways that rhymes work in songs and identify different elements of a song's structure. Understand the concept of identity and how that can be expressed that in songs. Pop, R&B, Hip hop. Timbre, structure, internal rhyme, voice change and anthem</p>

Composing for Protest

Explore songs written to help a social cause or to effect change, lyrics, chant, melody/tune:
Pulse, tempo, structure (ostinato), coda.

Learn some simple choreography to accompany a disco song.

Duration, syncopation, pitch (major scale, modulation), tempo, timbre, structure, texture.

Disco, funk, soul, jazz-fusion, latin-jazz, vocal harmonies
Cover/summer anthem

Twinkle Variations

Dynamics, structure (passacaglia), theme and variation, tempo, score, orchestrate and improvise.

Ame sau vala tara bal

Create a rhythmic piece for drums and percussion instruments.

Sing in three-part harmony with dancing.

Develop knowledge and understanding of a variety of musical styles from India.

Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

Duration, chaal rhythm, bols, bhairavi raga, asthayi (chorus), antara (verse), echo, pulse, solo, unison voices.

Other styles – bhangra, Bollywood, Indian classical music.