

Music	Autumn		Spring			Summer
Year 3	<b>Carnival of the Animals</b> <ul style="list-style-type: none"> <li>• Exploring rhythm, pitch, tempo and dynamics</li> <li>• Performing and composing</li> <li>• Listening and appraising different pieces of music</li> </ul>	<b>Graphic scores</b> <ul style="list-style-type: none"> <li>• Using symbols to represent instruments and sounds</li> </ul>	<b>We've got rhythm</b> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Rhythm grids</li> <li>• Rest notation</li> <li>• Creating and altering pitch</li> </ul>	<b>We can follow</b> <ul style="list-style-type: none"> <li>• Call and response singing</li> </ul>	<b>Glockenspiels</b> <ul style="list-style-type: none"> <li>• Learning to play 5 notes</li> <li>• Playing along in a group</li> <li>• Improvisation</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>• The Dragon Song</li> <li>• Music appreciation</li> <li>• Theme identification</li> <li>• Performance and improvisation</li> </ul>
Year 4	<b>Rainforests</b> <ul style="list-style-type: none"> <li>• Use of tempo</li> <li>• Recreate sounds of the rainforest.</li> <li>• Evaluate pieces of music</li> <li>• Group composition.</li> </ul>	<b>Glockenspiel</b> <ul style="list-style-type: none"> <li>• Play notes C, D, E, F and G.</li> <li>• Group composition.</li> <li>• Playing from notation.</li> <li>• Pulse.</li> </ul>	<b>Roman Music</b> <ul style="list-style-type: none"> <li>• Singing posture</li> <li>• Roman instruments</li> <li>• Contrasting rhythmic chants</li> <li>• Pitch.</li> </ul>	<b>Opera</b> <ul style="list-style-type: none"> <li>• Verdi</li> <li>• Rigolletto</li> <li>• Create an aria using instruments and voice</li> <li>• Using opera to tell a story</li> <li>• Pitch, tempo and dynamics.</li> </ul>	<b>Mamma Mia</b> <ul style="list-style-type: none"> <li>• Music by Abba.</li> <li>• Sing and play glockenspiel</li> <li>• Create own piece based on the style of Abba</li> <li>• Use and create graphic scores and rhythm squares.</li> <li>• Recognise style indicators.</li> </ul>	<b>Blackbird</b> <ul style="list-style-type: none"> <li>• Music by The Beatles.</li> <li>• Sing and play glockenspiel</li> <li>• Create own piece based on the style of The Beatles</li> <li>• Use and create graphic scores and rhythm squares</li> <li>• Recognise style indicators.</li> </ul>

Year 5	<b>Classic Rock Music: Livin' on a prayer</b> <ul style="list-style-type: none"> <li>• Recognise basic style indicators of rock music</li> <li>• Sing and play glockenspiel</li> <li>• Improvise along with a track</li> <li>• Compose a piece of music using staff notation.</li> </ul>	<b>Space: Holst 'The planets'</b> <ul style="list-style-type: none"> <li>• Recognise how music can be used to create moods</li> <li>• Respond to music through art</li> <li>• Experiment with how instruments can be used to create mood</li> </ul>	<b>African music</b> <ul style="list-style-type: none"> <li>• Identify what percussion instruments originate from and are used in Africa</li> <li>• Recognise the main features of African music</li> <li>• Play African drums</li> <li>• Compose an African drumming ensemble</li> <li>• Perform in an ensemble using African drums</li> </ul>	<b>Pop Ballads: Make you feel my love</b> <ul style="list-style-type: none"> <li>• Recognise basic style indicators of pop ballads</li> <li>• Sing and play glockenspiel</li> <li>• Improvise along with a track</li> <li>• Compose a piece of music using computer software using the notes G, F, E, D and C</li> <li>• Compose a piece of music using a tuned instrument</li> </ul>	<b>Old School Hip Hop: The Fresh Prince of Bel Air</b> <ul style="list-style-type: none"> <li>• Recognise basic style indicators of Old School Hip Hop</li> <li>• Sing and play glockenspiel</li> <li>• Improvise along with a track</li> <li>• Compose a piece of music using rhythm grids</li> <li>• Discuss musical dimensions when listening to a chosen 'Old School' Hip Hop song</li> </ul>	<b>Music in WW2</b> <ul style="list-style-type: none"> <li>• Make Comparisons between popular music of WW2 era</li> <li>• Learn to sing 'Hey Mr Miller' in a round</li> <li>• Learn C Jam Blues on the glockenspiel</li> <li>• To understand how Winston Churchill was inspired by music</li> <li>• Compose a piece of music inspired by the emotional significance of music from WW2</li> </ul>
Year 6	<b>Pop Music: Happy</b> <ul style="list-style-type: none"> <li>• Recognise basic style indicators of pop music</li> </ul>	<b>Rhythm: Ancient Egypt</b> <ul style="list-style-type: none"> <li>• Create a chant inspired by Ancient Egyptian Gods</li> </ul>	<b>Carole King</b> <ul style="list-style-type: none"> <li>• Recognise basic style indicators of Carole King's music</li> </ul>	<b>Composing: Rivers</b> <ul style="list-style-type: none"> <li>• Use instruments to make</li> </ul>	<b>Exploring Identity: Music and Me</b> <ul style="list-style-type: none"> <li>• Listen to and appraise songs</li> </ul>	<b>Production</b> <ul style="list-style-type: none"> <li>• Sing along with a backing track</li> <li>• Learn lyrics by heart</li> </ul>

	<ul style="list-style-type: none"> <li>• Sing and play glockenspiel</li> <li>• Improvise along with a track</li> <li>• Compose a piece of music using staff notation</li> <li>• Practice own composition on a glockenspiel</li> <li>• Perform and evaluate own composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Use untuned percussion to create a steady pulse</li> <li>• Play rhythmic ostinatos</li> <li>• Compose a melodic ostinato</li> <li>• Combine different parts to create an entire piece</li> <li>• Perform.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and play glockenspiel</li> <li>• Improvise along with a track</li> <li>• Compose a piece of music using staff notation</li> <li>• Practice own composition on a glockenspiel</li> <li>• Perform and evaluate own composition.</li> </ul>	<p>contrasting sounds</p> <ul style="list-style-type: none"> <li>• Match instruments to real life sounds</li> <li>• Compose a piece to represent a river</li> </ul> <p>Perform and evaluate own composition.</p>	<p>which reflect identity</p> <ul style="list-style-type: none"> <li>• Create music to represent personal beliefs</li> <li>• Write lyrics</li> <li>• Write a melody</li> </ul> <p>Perform own songs.</p>	<ul style="list-style-type: none"> <li>• Play tuned and untuned percussion instruments.</li> </ul>
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