

Botley C of E Primary School



Curriculum Subject Map: Years 1-6

Music

Year 1/2 Cycle A	
Autumn 1	<p>Theme Title: Toy Time travellers- Create sound sequence to illustrate a toy waking up, moving around and then returning to sleep.</p> <p>Quality musical experience: Create sound sequence to illustrate a toy waking up, moving around and then returning to sleep. Also make use of the HMS Unit Toys. Perform the Toys song.</p> <p>Elements: Dynamics/ Pitch/ Tempo.</p> <p>Using Voices: Sing broadly in tune within a limited pitch range. Chant and perform toy name rhythms using body percussion. Using voices - high and low. Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory</p> <p>Using Instruments: Keep a steady pulse with some accuracy. Copy and match word rhythms and march patterns.</p> <p>Exploring/Composing: Make physical movements that represent sounds. Explore voices and instruments. Invent simple patterns. Devise notation for each sound.</p> <p>Listening and describing: Listen to and talk about how the music makes them feel. Match music to toys. Listen to ideas from others, taking turns. Understand and identify repetition. Respond to the character of music through dance/body movements.</p> <p>Music from: Toy Story/ Chitty Chitty Bang Bang and Pinocchio. My name is Pinocchio (Feel the pulse Music Express. Fairy doll - Dolly 1 by Prokofiev https://www.youtube.com/watch?v=WLT55KPIFCo Robot - Only time will tell by Mike Oldfield https://www.youtube.com/watch?v=WbYj-GLfTf4 Rabbit - Kangaroos from Carnival of the Animals by Saint- Saens, https://www.youtube.com/watch?v=8qjNhJ717Mk Horse - William Tell overture by Rossini or Rodeo by Copland</p>
Autumn 2	
Spring 1	
Spring 2	<p>Theme Title: Fire! Fire!</p> <p>Quality musical experience: Children to learn songs and perform to the other classes.</p> <p>Elements: Pitch/Timbre/ Dynamics</p> <p>Using voices: London's burning, Here in Pudding land, Fire Fire everywhere and Let's get building. Develop control of vocal pitching. Experimenting with chanting controlling using dynamics.</p> <p>Using instruments: Play a single pitched note or repeated rhythmic pattern to accompany a song/Play with help the rhythmic pattern of a spoken sentence, Follow simple hand signals indicating: loud/quiet and start/stop. Exploring/Composing: Make physical movements that represent sounds. Develop and use signs and symbols linked to the elements. Explore voices, explore tuned and untuned instruments to accompany the songs. Children can invent simple patterns using the notes from the Cmajor scale. In small groups compose music for putting out a fire. It could begin with a simple, quiet repeating pattern (D, E, F, G / A, G, F, E). Then add in and build up fire-crackling sounds (eg drums, cymbals, woodblocks, paper). Then add watery sounds to put the fire out (eg recorders, swanee whistles, tambourines, water being poured). Finally make everything die down and slow down.</p> <p>Listening and responding: Listen with concentration and explore the character, purpose and mood of the music. Respond using dance and coloured scarves to represent flames. Tell the story of a song using bodies to represent the pitch they can hear in a piece of music. Sway to music in 3/4 time.</p> <p>History link: To know that some songs such as London's Burning and Ring o Roses are based on Historical events. Music from: https://www.youtube.com/watch?v=uDxBsb_BUvc - Manuel de Falla - Fire dance. https://www.bbc.co.uk/teach/school-radio/primary-school-songs-the-great-fire-of-london/zn92jhw</p>
Summer 1	<p>Theme Title: The Enchanted Woodland - Performance of vocal/Instrumental Forest walk.</p> <p>Quality musical experience: Performance of vocal/Instrumental Forest walk. Performance of forest soundscapes Make use of HMS Unit Forests</p> <p>Elements: Dynamics/Timbre/Structure</p>

	<p>Using Voices: Develop expressive effect when chanting. (I was walking through the forest). Develop control of loud and quiet.</p> <p>Using Instruments: Begin to play with musical intent. Introduction to scales. Increments. (tiptoeing through the woods/climbing up a tree) Using Chromelab to create increments.</p> <p>Copy and match word rhythms.</p> <p>Demonstrate accuracy of control of correct technique on a range of tuned and untuned percussion.</p> <p>Exploring/Composing: Identify and use simple graphic notation – use symbols to incl representation of dynamics.</p> <p>Listening and Describing: Distinguish between sounds and music in different contexts. Consider how the music illustrates the composer's ideas. Identify different sound sources and the way in which sounds are produced. Understand and identify repetition and contrast, including question and answer. ABA and verse chorus.</p> <p>Music from: Alpha by Vangelis https://www.youtube.com/watch?v=3kK_HGNOo9A</p>
Summer 2	<p>Theme Title: Amazing Asia- Composing some mediation music Using notes E Bb D and C.</p> <p>Quality musical experience: Perform a dragon dance using tuned and untuned percussion. Sing HMS Chinese Lanterns song and or Chinese Panda. Using Kandinsky on Music maker to layer up sounds. https://musiclab.chromeexperiments.com/Kandinsky/</p> <p>Elements: Duration/Tempo/ Dynamics Using Voices: Chanting and layering voices. Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments. Explore using voices to hold the notes E Bb D C. Holding notes for different durations.</p> <p>Using Instruments: Playing tuned instruments. Compare wooden and metal instruments. Damping techniques (also Boomwhackers) (If used, Chinese panda includes simple pentatonic scales building on from previous scales work)</p> <p>Exploring/Composing: Choosing and using different instruments to play in time to the steady beat in particular metal percussion. Explore voices, explore instruments.</p> <p>Listening and Describing: Blending colours using chalks/watercolours.</p> <p>Music from: Tibetan singing bowls Jack Haas https://www.youtube.com/watch?v=BckaOwrn1ok</p>

Year 1/2 Cycle B	
Autumn 1	<p>Theme Title: Super Me - Perform own Superhero Dance to Hey You're Great!</p> <p>Quality musical experience: Perform own Superhero Dance to Hey You're Great!</p> <p>Key skills</p> <p>Elements: Pitch/Tempo/ Dynamics</p> <p>Singing: Sing broadly in tune within a limited pitch range. Chanting to the steady beat. Accompany a song Let's be Superheroes.- https://www.youtube.com/watch?v=Py4fhsx3C Using voices - high and low and loud and quiet.</p> <p>Playing: Keep a steady pulse with some accuracy. Using body sounds. Copy and match word rhythms.</p> <p>Improvising/Composing: Make physical movements that represent sounds. Explore voices, explore instruments. Invent simple patterns using body sounds.</p> <p>Listening and responding: Responding to music with parachute/voils (capes) Begin to understand getting louder/quieter. Listen to and talk about how the music makes them feel. Respond to the character of music through dance/body movements.Music: Peter Gunn Theme Henry Mancini. Chanting I am a superhero Chn to improvise using their own Superpower. And https://www.youtube.com/watch?v=6y3RMeHQjME</p>
Autumn 2	<p>Theme Title: Who's Afraid of the Big Bad Wolf- Children to follow (create) graphic scores and accompany using untuned percussion. (3 Singing Pigs)</p> <p>Quality musical experience: Children to follow (create) graphic scores and accompany using untuned percussion to the story of The 3 Little Pigs. (like those which can be found in the 3 Singing Pigs) Encourage the children to explore instrumental and vocal possibilities in order to select the best timbre (unique sound quality) match for each story event.</p> <p>Elements: Pitch/Timbre/Dynamics - Recognise and identify different sounds</p> <p>Using Voices: Sing broadly in tune within a limited pitch range. Who's afraid of the Big Bad Wolf and The 3 little pigs song (to the Tune of Here we go round the Mulberry Bush) Big Bad Wolf (to the tune of This old man)</p> <p>Using Instruments: Copy and match word and rhythmic patterns.</p> <p>Improvising/Composing: Explore how sounds can be made and changed to.</p> <p>Listening and responding: Listening to the character themes. Peter and the Wolf Prokofiev - Link to the Firebird and talk about how the music makes them feel. Introduction to some instruments of the orchestra. Identifying wooden, metal, stringed instruments. Respond to the changes in character of music through dance/body movements. Develop and use signs and symbols linked to the elements to communicate musical ideas.</p> <p>Music from Peter and the Wolf https://www.youtube.com/watch?v=6fBjh42PQdk https://www.youtube.com/watch?v=Va8Uz6MoKlg#</p>
Spring 1	<p>Theme Title: Pole to Pole - Write and perform own verses to a well-known tune (Frere Jaques)</p> <p>Quality Musical Experience Write and perform own verses to a well-known tune (Frere Jaques)</p> <p>Performance of Freeze - Jack Frost Create and perform Ice Music Create and perform a piece As Cold as Ice. Make use of HMS Unit Cold as Ice.</p> <p>Elements: Pitch/ Duration/ Structure/</p> <p>Using Voices: Perform Have you ever seen a Penguin action song. Chn learn to accompany a song. North and south pole song (to the tune of Frere Jaques) Begin to sing rounds and partner songs.</p>

	<p>Using Instruments: Keep a steady pulse with some accuracy. Copy and match word rhythms.</p> <p>Play simple tuned percussion with some accuracy using dominant hand. Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical, dimension</p> <p>Exploring/Composing: Exploring voices. Develop expressive effect and quality of sound when singing and chanting.</p> <p>Listening and Describing: Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel</p> <p>Icy Music Box by Nakira (available on Youtube)</p> <p>Vivaldi -The Four Seasons -Winter (listen out for and join in with the shivering</p> <p>Think and talk about sounds and music and how they make you feel Use key words relating to the dimensions-duration, long, short, steady beat, structure, beginning, middle, end, introduction, repetition. March Jeux d' Enfant - Bizet. Watch and respond to video of Penguins set to music. Children to comment on how the character of the music matches the visual images. https://www.youtube.com/watch?v=RPD-BEGCORc</p> <p>Music from: Winter Vivaldi https://www.youtube.com/watch?v=nGdFHJXciAQ</p>
Spring 2	<p>Theme Title: Aye Aye Captain -Make a sound scape for events of the journey of the Titanic voyage from leaving port to sinking.</p> <p>Aye Aye Captain</p> <p>Performance of The Storm is a-Brewing with sound effects. Performance of storm themed compositions from graphic notation Performance of the Jolly Rogers song</p> <p>Performance of structured storm compositions using narrative and verse chorus structur Make use of HMS unit Jolly Rogers.</p> <p>Elements: Duration/ Structure/Timbre/.</p> <p>Singing: Sing broadly in tune within a limited pitch. Sea Shanties: Pirate themed songs.</p> <p>There once was a Pirate went to sea. https://www.youtube.com/watch?v=ByJZTmI4sLw And the same tune but a TikTok version. https://www.youtube.com/watch?v=zDTaeqUEWNQ Chn to compare. A sailor went to sea. What shall we do with the drunken sailor. Yo Ho Ho me mates (Music Express Y1) etc.</p> <p>Playing: Keep a steady pulse with some accuracy. Play untuned instruments musically.</p> <p>Copy and match word rhythms.</p> <p>Improvising/Composing: Explore voices, explore instruments. Invent simple patterns.</p> <p>Listening and responding: Listen to Nearer my God to thee https://www.youtube.com/watch?v=U41txhi2nfY</p> <p>Respond to the mood of music. Drawing feelings. Opportunity to discuss the Strings family. Identify different sound sources and the way in which they are made-pluck, blown etc.</p> <p>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Watch and listen to Portside Pirates from YouTube https://www.youtube.com/watch?v=_qAngsMJD3I Watch and listen to Storm Interlude Peter Grimes by Benjamin Britten (BBC Ten Pieces) http://www.bbc.co.uk/programmes/articles/nbGMVskcL8FqFqxcHxgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimension</p>
Summer 1	
Summer 2	

Year 3/4 Cycle A	
Autumn 1	<p>Theme Title: Potions - Create own rap potion for George's Marvellous Medicine.</p> <p>Quality musical experience</p> <p>Create rhyming couplets for a class rap potion using hook lines.</p> <p>Elements: Texture/Structure/ Duration</p> <p>Using Voices: Extend imaginative vocal use (beat boxing), chant and sing in layers with expressive interpretation and awareness of style only in pairs, small groups</p> <p>Chant/rap the witch's poem from Macbeth. With an awareness of the phrases in a song.</p> <p>Understand that posture, breathing and diction are important.</p> <p>Demonstrate an awareness of character or style in performance.</p> <p>Chant or sing a round in two parts. Singing using scales as a base. Explore major sound vs minor sound.</p> <p>Using Instruments: Using the voice as an instrument to create backing. Pitch notes moving by step and by leap. Play using symbols including graphic and / or simple traditional notation. Follow simple hand directions from a leader.</p> <p>Exploring/Composing: Children compose own word rhythms using repetition/echo/ostinato pattern.</p> <p>Listening and responding: Identify strong and weak beats in different metres.</p> <p>Listen to their own compositions and use musical language to describe what happens in them.</p> <p>Key words: rap, pattern, rhyme, rhythm, hook, emphasis, flow, delivery, balance</p> <p>Music from: The sorcerer's apprentice. https://www.youtube.com/watch?v=4CAKCW-1Gs8</p> <p>Harry Potter- something wicked this way comes. https://www.youtube.com/watch?v=zNi2LDz7Iro</p> <p>https://www.spilsbyprimary.org.uk/potions-3/</p>
Autumn 2	
Spring 1	<p>Theme Title: Swords, Shields and Settlers - Play untuned instruments to Hall of the Mountain King showing increase in dynamics and tempo.</p> <p>Quality musical experience:</p> <p>Play untuned instruments to Hall of the Mountain King showing increase in dynamics and tempo. Perform class accompaniment to a scene / narrative from either an original or "written in the style of" Anglo Saxon poem, story or saga such as Beowulf Create and perform own music to represent the Pagan Anglo Saxon Gods. Make use of HMS Unit Anglo Saxons</p> <p>Elements: Duration/ Dynamics/ Tempo</p> <p>Using Instruments: Maintain steady beat and rhythmic ostinato. Use boom whackers to play along with the music. Drone and ostinato parts. Use graphic notation which indicates a change in dynamics or tempo.</p> <p>Exploring/ Composing: Compose and notate own 4 beat rhythms. Share with a partner to create an 8 beat rhythm. Create an AABBAA structure. Record using graphic notation.</p> <p>Listening and responding: Listen to a selection of Anglo Saxon folk music. Music played on the Lyre/Saxon Harp. Consider how the music illustrates the composer's ideas. Mars from the Planets by Holst-(music composed pre1919depicting Roman god of War). (This piece is actually in 5-metre but it is the relentlessness of the rhythmic ostinato and the gradually increasing dynamics which are the main features to point out) Venus from the Planets by Holst (depicting Roman god of Love) In the Hall of the Mountain King from Peer Gynt by Greig</p> <p>Key words to use and understand: Linked to the dimensions and skills, rhythmic ostinato, dynamics (crescendo / diminuendo) tempo (accelerando / rallentando) plus revision of instrument names and playing techniques</p> <p>Music from: https://www.youtube.com/watch?v=lk75qDst8wE</p> <p>https://www.youtube.com/watch?v=Wk43IDUQmTk&list=RDWk43IDUQmTk&start_radio=1</p>
Spring 2	Discrete Unit: Performance of tracks learned to other classes.

	<p>Elements: Duration Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre Consolidate understanding of dynamics and tempo.</p> <p>Using voices: Sing more complex rounds and partner songs maintaining accuracy of pitch.</p> <p>Using instruments: Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality. Read from the musical stave and work out the notes EGBDF and FACE</p> <p>Exploring and performing: Recognise which improvements need to be made and use individual and group rehearsal skills. Understand and use grid notation and basic rhythmic notation (crotchets, quavers and minims) Know the symbols for rest and use silence. Draw a treble clef and position correctly. Use and follow hand and eye signals to direct and lead</p> <p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Listening pieces (as indicated in resource) in 2, 3 and 4</p> <p>Key words to use and understand: Steady beat, rhythm pattern, metre, crotchet, quaver and mini</p> <p>Understand the beats in a crotchet, minim and semibreve and recognise their symbols</p>
Summer 1	<p>Theme Title: Tremors - Perform Volcano song in unison and as a round with Ostinato</p> <p>Quality musical experience:</p> <p>Perform Volcano song in unison and as a round with Ostinato</p> <p>Compose music to accompany the Firework maker's daughter- link to Gamelan.</p> <p>Elements: Duration/ Texture/ Pitch and Structure.</p> <p>Using Voice: Chanting or sing in two parts. Layering of voices.</p> <p>Using Instruments: Explore different scale patterns. Pentatonic and major.</p> <p>Explore sustained and resonant sounds. Use an increased range of tuned and un-tuned percussion with correct technique as apt to Gamelan.</p> <p>Exploring/Composing: Use Music lab to explore sound waves. Create a new tune or pattern using word rhythm patterns and selected notes from the F Major Scale/ pentatonic scale. (FGACD)</p> <p>Think about using steps /leaps and repeats.</p> <p>Listening and responding: Be able to identify and discuss musical features within pieces from different traditions.</p> <p>Identify a range of non-percussion instruments by name.</p> <p>Distinguish between different ways of playing percussion instruments. Have an awareness of a greater number of musical styles and performers</p> <p>Focus on Evelyn Glennie https://www.youtube.com/watch?v=G12a6w6sTAs</p> <p>Andres De Haan- Earthquake https://www.youtube.com/watch?v=v8Qah9A1vhU</p> <p>Santana - Soul sacrifice</p> <p>(sound-science objectives)</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the objects that produced it • Find patterns between volume of sound and the strength of the vibrations that produced it <p>Recognise that sounds get fainter as the distance from the sound increases</p>
Summer 2	

Year 3/4 Cycle B	
Autumn 1	<p>Theme Title: Blue Abyss - Perform own arrangement of the River's Journey Song. Trad North American Indian song.</p> <p>Quality musical experience Perform own arrangement of the River's Journey Song. Trad North American Indian song. Make use of the HMS Unit Rivers Create and perform own theme and variations to The River's Journey Poem.</p> <p>Elements: Pitch/Structure/Dynamics</p> <p>Using voices: Sing in 3 and 4 part groups showing musical expression. The River- HMS Song of the week</p> <p>Using Instruments: Develop fluency when using instrumental skills and techniques. Untuned and tuned percussion (Inc. Boomwhackers) Understand and use detailed graphic notation. Ostinato lines.</p> <p>Exploring/Composing: Explore and improvise melodies using D minor scale. Compose a piece of music that reflects atmosphere, has a defined plan, making subtle adjustments to achieve the intended effect.</p> <p>Listening and responding: Compare and contrast and discuss the overall impact of a piece. Identify mood and character of song distinguishing between major and minor key signatures. Comment on what makes a good composition. Reflect upon and evaluate their own work.</p> <p>Music from: Camille Saint Saens- Aquarium, John Williams- Jaws theme, Enya- Orinoco flow Yiruma - River flows in you. Eugene Freisen- River Music, Smetana - Vlatava. https://www.youtube.com/watch?v=HJWmMhJkhDK - Moldau by Smetana. https://www.youtube.com/watch?v=B2AaVVjF-0 The river's journey.</p>
Autumn 2	<p>Theme Title: Tribal Tales - Create an atmospheric soundtrack to a picture or a short video of Dawn at Stonehenge.</p> <p>Quality musical experience: Create an atmospheric soundtrack to a picture or a short video of Dawn at Stonehenge. Make use of HMS Unit Mystic Moments.</p> <p>Elements: Tempo/Timbre</p> <p>Using Voices: Perform and accompany with ostinato or drone. Sing as a round. Start to add harmony parts when singing in a group. (Sunarise -Out of the Ark music)</p> <p>Using Instruments: Develop instrumental technique and skills and maintain simple accompaniments with an awareness of the ensemble Start to combine and layer sounds within short compositions to create different textures.</p> <p>Improvising/Composing: Improvise repeated patterns. Experiment with planning the order of sounds. Select and explore sounds using a mixture of resonant and sustained pitched and unpitched sounds.</p> <p>Exploring and responding: Respond through art/movement. Identify families of instruments. Identify number of layers in piece. Have an awareness of a greater number of musical styles. Consider how to make a performance more interesting.</p> <p>Music from: Brian Eno- Music for Airports Mike Oldfield - Ommadawn. Holst - Neptune. Compare with John Williams - Music of Tattouine. https://www.youtube.com/watch?v=bn_9FPlocEY&list=LL&index=1</p>
Spring 1	
Spring 2	<p>Discrete Unit: Performance of tracks learned to other classes.</p> <p>Discrete Unit - Performance of pieces learned to other classes. Recorders</p>

	<p>Elements: Duration Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre Consolidate understanding of dynamics and tempo.</p> <p>Using voices: Sing more complex rounds and partner songs maintaining accuracy of pitch.</p> <p>Using instruments: Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality. Read from the musical stave and work out the notes EGBDF and FACE</p> <p>Exploring and performing: Recognise which improvements need to be made and use individual and group rehearsal skills. Understand and use grid notation and basic rhythmic notation (crotchets, quavers and minims) Know the symbols for rest and use silence. Draw a treble clef and position correctly. Use and follow hand and eye signals to direct and lead</p> <p>Listening and responding: Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Listening pieces (as indicated in resource) in 2, 3 and 4 metre Driving in my car by Madness. Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>Key words to use and understand: Steady beat, rhythm pattern, metre, crotchet, quaver and mini</p>
Summer 1	
Summer 2	<p>Theme Title: Amazon Adventure - Making and using own rainforest instruments. Using to accompany own verses for the Rainforest song.</p> <p>Quality musical experience Making and using own rainforest instruments. Using to accompany own verses for the Rainforest song. Create own Rainforest story told through sound. (BBC Sound effects library. https://sound-effects.bbcrewind.co.uk/search)</p> <p>Elements: Pitch/ Texture/ Timbre</p> <p>Using Voices: Singing using harmony parts within a group. Learn the rainforest song. https://www.youtube.com/watch?v=gBgV75NQRlQ</p> <p>Using Instruments: Body percussion Junk percussion.</p> <p>Exploring/Composing: Creating a rainstorm with just body percussion. (video https://www.youtube.com/watch?v=BC8re5HvOGI)t</p> <p>Compose own verses for the Rainforest song. Start to combine and layer sounds within short compositions to create different textures</p> <p>Listening and responding: Be able to identify and discuss musical features within pieces from different traditions.</p> <p>https://vimeo.com/38311388 Listen to an Amazonian man explain why music is important to him.</p> <p>Howler monkey calls - https://www.youtube.com/watch?v=REPoVfN-Ij4</p> <p>Footage of Poison Dart frogs https://www.youtube.com/watch?v=xhJMxRbawik</p> <p>Voices in the rainforest- https://www.youtube.com/watch?v=LTiRw7kx97E</p> <p>https://vimeo.com/38311388</p> <p>Jungle book songs- Trust in me.</p>

Year 5/6 Cycle A	
Autumn 1	<p>Theme Title: Scream Machine- Build a wall of sound. Develop a soundtrack to their fairground ride.</p> <p>Quality musical experience: Build a wall of sound. Develop a soundtrack to their fairground ride. Make use of the HMS Unit Short Ride in a Fast Machine</p> <p>Elements: Duration/ Structure</p> <p>Using voices: Create a class chant with layering/repeating patterns.</p> <p>Using instruments: Demonstrate precise and confident instrumental skills.</p> <p>Improvising/Composing: Use garage band to create 8beat machine music. Explore Chords - concord and discord. Develop ideas, using musical devices such as repetition and ostinato. Compose music that reflects given intentions. Refine own compositions after discussion. Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions.</p> <p>Listening and responding Understand more complex rhythms and metres.(6/8) Comparing and contrasting different music on different rides- carousel vs roller coaster. Discuss similarities and differences.</p> <p>Music from: David Essex- All the fun of the fair. https://www.youtube.com/watch?v=7f5ySGsqpHk Anna Meridith Connect it - BBC 10 pieces. Assorted fairground/carousel ride soundtracks.</p>
Autumn 2	
Spring 1	<p>Theme Title: Lay of the Land - Exploring the music of South America. Year group Carnival. (Samba strong influence)</p> <p>Quality musical experience: Exploring the music of South America. Year group Carnival. (Samba strong influence)</p> <p>Elements: Dynamics/ Texture</p> <p>Using Voices: Communicate meaning and mood of the song. Maintain own parts in round. Perform a song from memory.</p> <p>Using Instruments: Perform with sensitivity to different dynamics, tempi Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song Develop ideas, using musical devices such as repetition and question and answer.</p> <p>Improvising/Composing: Compose music which reflects given intentions. Create texture by layering rhythmic and/or melodic ostinatos Develop ideas, using musical devices such as repetition, question and answer, ostinato.</p> <p>Listening and responding: Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. Use musical vocabulary and knowledge to discuss music from a variety of sources, traditions and cultures. Identify syncopated rhythms</p> <p>Music from: https://www.allaroundthisworld.com/learn/latin-america/kinds-of-latin-music/#.YFxzRq_7TIV https://www.youtube.com/watch?v=7QZ-0ImKJbY https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</p>
Spring 2	<p>Theme Title: Fantastic Beasts - Written outcome- children to create a double page spread on the Evolution of Music.</p> <p>Quality musical experience children to create a double page spread on the Evolution of Music. Create develop and perform fantastic beast palindrome compositions as a class and in small groups. Make use of the HMS Unit A Bao A Qu.</p> <p>Elements: Pitch and Structure.</p> <p>Explore recognise and identify a range of scale patterns including pentatonic, major and the harmonic minor. Explore and use a wider range of developmental structures (ABA Rondo)</p> <p>Using instruments: Demonstrate fluent and accurate instrumental skills. Recognise which refinements need to be made. Select and use a range of notation for specific purposes including precise graphic notation including crotchets, quavers, minims and semibreves.</p>

	<p>Listening and responding: Respond to, identify and compare and contrast music with an awareness of the music's context and purpose. Understand how why and how the composer has used key features. Distinguish differences in timbre and texture between a variety of instruments and instrumentation. Make accurate reference to the range of musical elements when describing music and reviewing pieces of music.</p> <p>Music from: Pentatonix - The Evolution of music. https://www.youtube.com/watch?v=IExW80sXsHs https://www.youtube.com/watch?v=OPq8vOVbvzs A bao A qu - https://www.bbc.co.uk/programmes/articles/5t3vS7Bk966KKlJrGns66RP/sprite-and-a-bao-a-qu-from-anthology-of-fantastic-zoology-by-mason-bates</p>
Summer 1	
Summer 2	<p>Theme Title: Lights Camera Action - Year Group Production.</p> <p>Quality musical experience: Year Group Production.</p> <p>Singing: Extend the vocal range (A-E as a guide) Sing independently in a variety of styles with increasing confidence and accuracy. Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch. Perform in a variety of styles/genres, to an audience of adults/school assembly. Communicate the meaning and mood of a song.</p> <p>Playing: Perform in solo and ensemble contexts. Perform a piece of music using notation [graphic or conventional] Perform expressively showing an understanding of the music and its context.</p> <p>Listening and responding: Listen with attention to detail and recall sounds with accurate aural memory. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p>

Year 5/6 Cycle B	
Autumn 1	<p>Theme Title: Fit in Five - Compose a rap about healthy living. Create own chord sequence and backing to rap to.</p> <p>Quality musical experience: Compose a rap about healthy living. Create own chord sequence and backing to rap to.</p> <p>Key skills</p> <p>Elements: Texture/ Duration/ Dynamics/Structure/Tempo</p> <p>Singing: Communicate the meaning and mood of a song. Perform with sensitivity to dynamics and tempi.</p> <p>Playing: Maintain a rhythmic or melodic accompaniment. Lead/conduct a group of instrumental performers. Arrange a song with an appropriate pitched/unpitched accompaniment</p> <p>Refine own compositions after discussion. Perform own compositions to the class.</p> <p>Improvising/Composing: Explore chord sequences. Develop ideas using devices such as repetition/ question and answer. Create own simple song (rap) reflecting the meaning of the words. Compose music that reflects given intentions. Refine own work after discussion. Use ICT to record/sample sequence/loop sounds.</p> <p>Listening and responding: Explore the characteristics of Rap music. Harry Mack as example.</p> <p>Music from: https://www.youtube.com/watch?v=IMptztzB1yI https://www.youtube.com/watch?v=AQ25MBWiaXg https://www.youtube.com/watch?v=qLlTUd6FPOs Harry Mack https://www.youtube.com/watch?v=D_anMreV450 https://www.youtube.com/watch?v=WZoUDXXyZms</p>
Autumn 2	
Spring 1	<p>Theme Title: Tomorrow's World and Beyond - Composing and perform a space soundscape</p> <p>Quality musical experience: Composing and perform a space soundscape. Perform the Michael Collins - (HMS Man on the Moon unit Yr2) Make use of the HMS Unit Space</p> <p>Elements: Timbre/Texture/ Structure/Dynamics</p> <p>Using voices: Children can accompany songs by Elton John and David Bowie.</p> <p>Using instruments: Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics and tempi. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Perform own compositions to an audience.</p> <p>Improvising/Composing: Synthesised - using keyboards/Garage band/ Scratch programming. Compose music which reflects given intentions.</p> <p>Listening and responding: Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences Refine own compositions after discussion.</p> <p>Music From: Sprach Zarathustra, Holst-Planets, War of the worlds, Jean-Michael Jarre - Oxygen pt1, Space Oddity/ Rocketman</p>
Spring 2	<p>Theme Title: Children of the Blitz - Perform songs from WWII</p> <p>Quality musical experience: Perform songs from WWII</p>

	<p>Create a soundscape using the BBC Sound effects library. (https://sound-effects.bbcrewind.co.uk/search) Including the use of the war speeches from Churchill. http://www.chrisowenonline.co.uk/Children%20of%20the%20blitz-Links.htm#Songs:</p> <p>Elements: Tempo for mood effects Duration- dotted and swung rhythms. Pitch to identify pitches within an octave.</p> <p>Using voices: Sing a song with an understanding of its history and purpose. Learn and sing a range of wartime songs to cheer. Communicate the meaning and mood of the song</p> <p>Sing a simple second part of a two part song with confidence</p> <p>Improvising/Composing: Create a morse code message. Using a pentatonic scale.</p> <p>Listening and responding: Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources and times.</p> <p>Music from: Various WWII songs Hey Mr Miller (Sing up), Run rabbit run, We'll meet again. White Cliffs of Dover, Pack up your troubles, It's a long way. Air raid montage. https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-air-raid-montage/znrw92p</p>
Summer 1	
Summer 2	<p>Theme Title: Lights Camera Action - Year Group Production.</p> <p>Quality musical experience: Year Group Production.</p> <p>Singing: Extend the vocal range (A-E as a guide)</p> <p>Sing independently in a variety of styles with increasing confidence and accuracy.</p> <p>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch.</p> <p>Perform in a variety of styles/genres, to an audience of adults/school assembly.</p> <p>Communicate the meaning and mood of a song.</p> <p>Playing: Perform in solo and ensemble contexts. Perform a piece of music using notation [graphic or conventional]</p> <p>Perform expressively showing an understanding of the music and its context.</p> <p>Listening and responding: Listen with attention to detail and recall sounds with accurate aural memory.</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p>