Aycliffe Drive Primary School

Music Overview

The Interrelated dimensions of music – Pitch, duration, Dynamics, tempo, timbre, texture, duration and structure – are included in all topics. The musical choices are suggestions only (most of which can be found on 'BBC Ten Pieces.')

'Charanga' can be used to support where appropriate: Creative Apps (Rhythm Grids, Musical Toolkit, Quick Beats, Music Notepad, Yu Studio)

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn One	Topic Based adult led and child led play. Expressive Arts and Design Remember and sing entire songs. Sing the pitch of a tone sung by another person. (pitch match) Sing the melodic shape e.g up and down, down and up.) of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Animals Cycle One Saint-Saens 'The Carnival of the Animals' Cycle Two Peter and the Wolf Prokoviev Listening: Describe the differences between two pieces of music Performing; Maintain a pulse using hands, tuned and untuned percussion Composing: Select and create short sequences of sound with voices or instruments to represent a given idea or character. Alternative music examples: Blackbird I am the Walrus' Eye of the Tiger' Hound dog	Animals Cycle One Saint-Saens 'The Carnival of the Animals' Cycle Two Peter and the Wolf Prokoviev Listening to and recognising instrumentation. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Performing Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Composing Successfully combining and layering several instrumental and vocal patterns within a given structure. Alternative music examples: Blackbird I am the Walrus' Eye of the Tiger' Hound dog	Transport Cycle One Villa Lobos; 'Last Train of the Caipara, Cycle Two: John Adams 'Short Ride in a Fast Machine. Listening Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Composing a piece of music in a given style with voices and instruments Combining melodies and rhythms to compose a multi- layered composition in a given style	Transport Cycle One Villa Lobos; 'Last Train of the Caipara, Cycle Two: John Adams'Short Ride in a Fast Machine.' Listening Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Composing Composing Composing a coherent piece of music in a given style with voices, bodies and instruments	Latin Music Cycle One Bernstein 'Mambo' from West Side Story Cycle Two Bizet 'Carmen- Toreodor Song.' Listening Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Composing Composing Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Performing Performance Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score,	Latin Music Cycle One Bernstein 'Mambo' from West Side Story Cycle Two Bizet 'Carmen- Toreodor Song.' Listening Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Composing Developing melodies using rhythmic variation, transposition and

Autump Two				Suggesting and implementing improvements to their own work, using musical vocabulary. Performing Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. Alternative Music Big Yellow Taxi Fly Away etc	Creating a piece of music with at least four different layers and a clear structure Performing Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Alternative Music Big Yellow Taxi Fly Away etc	keeping in time with others and	changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. History Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
Autumn Two	Christmas	Christmas	Christmas	Christmas	Christmas	Christmas	Christmas
	Play	Play	Play	Music	Music	Music	Music
	Expressive Arts and Design Remember and sing entire songs.	Performing: Use their voices expressively to speak and chant' Sind short songs from memory,	Performing Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Performing Singing songs in a variety of musical styles with accuracy and control, demonstrating	Performing Singing songs in two or more parts, in a variety of musical styles from memory,	Performing Singing songs in two or more parts, in a variety of musical styles from	Performing Singing songs in two or more secure parts from memory, with accuracy, fluency,

	Sing the pitch of a tone sung by another person. (pitch match) Sing the melodic shape e.g up and down, down and up.) of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	maintaining the overall shape of the melody and keeping in time.	Singing short songs from memory, with melodic and rhythmic accuracy.	developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	with accuracy, fluency, control and expression.	memory, with accuracy, fluency, control and expression	control and expression
Spring One	Topic	Traditional	Traditional	Digital	Digital	Film and TV Music Cycle One	Film and TV Music Cycle One
	Expressive Arts and Design Remember and sing entire songs. Sing the pitch of a tone sung by another person. (pitch match) Sing the melodic shape e.g up and down, down and up.) of familiar songs Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Tales Cycle One Grieg 'The Hall of the Mountain King Cycle Two The Nutcracker Tchaikovsky Listening: Describe the mood , or story, of music they listen to, both verbally and through movement. Express a basic opinion about music. Composing: Combine instrumental and vocal sounds within a structure Create simple melodies using a few notes.	Tales Cycle One Grieg 'The Hall of the Mountain King Cycle Two The Nutcracker Tchaikovsky Listening to and recognising instrumentation. Identifying melodies that move in steps. Suggesting improvements to their own and others' work Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	e.g Charanga: Quick Beats, Music Notepad YuStudio Compose a piece of music in a given style with voices and instruments Combining melodies and rhythms to compose a multi- layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing	e.g Charanga: Quick Beats, Music Notepad YuStudio Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary.	Harry Potter Cycle Two: Listening Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments.	Harry Potter Cycle Two: Listening Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own

		Alternative music: 'Over the Rainbow' Disney Soundtracks	Performing Performing Performing expressively using dynamics and timbre to alter sounds as appropriate. Composing Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Beginning to suggest improvements to their own work. Alternative music: 'Over the Rainbow' Disney Soundtracks	improvements to their own work, using musical vocabulary. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology	Performing from graphic notation	Performing Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	composition using appropriate forms of notation and/or technology and incorporating. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.
Spring Two	Topic Based Expressive Arts and Design Remember and sing entire songs. Sing the pitch of a tone sung by another person. (pitch match) Sing the melodic shape e.g up and down, down and up.) of familiar songs Create their own songs or improvise a	The World Cycle One Holst, The Planets Cycle Two Hans Zimmer 'Earth Composing: Create a simple graphic score to represent a composition. Perform from a graphic notation Alternative music examples: Life on Mars	The World Cycle One Holst, The Planets Cycle Two Hans Zimmer 'Earth Listening to and recognising instrumentation. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work	America Cycle One Aaron Copeland 'Hoe Down' Cycle Two George Gershwin 'Rhapsody in Blue Listening Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both	America Cycle One Aaron Copeland 'Hoe Down' Cycle Two George Gershwin 'Rhapsody in Blue. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music.	Famous Composers: Cycle One: Bach: Toccata and Fugue. Mozart: Horn Concerto No.4 Cycle Two Beethoven Symphony No. 5 Elgar 'Enigma Variations' Listening Representing the features of a piece of music using graphic notation, and	SATS

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song around one	Space Oddity'	Performing	verbally, and through	Recognising and	colours, justifying	
they know.	'Fly me to the	Copying longer	movement.	discussing the	their choices with	
Play instruments	moon'	rhythmic patterns on	Beginning to show an	stylistic features	reference to musical	
with increasing	'Rocket Man'	untuned percussion	awareness of metre.	of different	vocabulary.	
control to express	'The Final	instruments, keeping a	Composing a piece of	genres, styles and	Comparing,	
their feelings and	Countdown'	steady pulse.	music in a given style	traditions of music	discussing and	
ideas.		Performing	with voices and	using musical	evaluating music	
		expressively using	instruments	vocabulary	using detailed	
		dynamics and timbre	Combining melodies	Identifying	musical vocabulary.	
		to alter sounds as	and rhythms to	common features	To discuss and	
		appropriate.	compose a multi-	between different	evaluate their own	
		Composing	layered composition	genres, styles and	and others' work.	
		Successfully combining	in a given style	traditions of	Composing a	
		and layering several	Suggesting and	music.	detailed piece of	
		instrumental and vocal	implementing	Composing a	music from a given	
		patterns within a given	improvements to	coherent piece of	stimulus with voices,	
		structure.	their own work, using	music in a given	bodies and	
		Creating simple	musical vocabulary.	style with voices,	instruments.	
		melodies from five or	Performing	bodies and	Performing Working	
		more notes. Choosing	Performing from	instruments.	as a group to	
		appropriate dynamics,	basic staff notation,	Playing melody	perform a piece of	
		tempo and timbre for	incorporating rhythm	parts on tuned	music, adjusting	
		a piece of music.	and pitch and being	instruments with	dynamics and pitch	
		Using letter name and	able to identify these	accuracy and	according to a	
			-	control and	_	
		graphic notation to	symbols using		graphic score,	
		represent the details	musical terminology.	developing	keeping in time with	
		of their composition.	History	instrumental	others and	
		Beginning to suggest	Understanding that	technique.	communicating with	
		improvements to their	music from different		the group.	
		own work.	times has different	Playing	History	
		Alternative music	features	syncopated	Confidently	
		examples:		rhythms with	discussing the	
		Life on Mars		accuracy, control	stylistic features of	
		Space Oddity'		and fluency.	different genres,	
		'Fly me to the moon'			styles and traditions	
		'Rocket Man'			of music and	
		'The Final Countdown'			explaining how these	
					have developed over	
					time.	
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Summer One Take One Weather Weather Twelve Bar SATS Seasons Seasons Vivaldi 'The Four Vivaldi 'The Four Cycle One: Cycle One: Tune Blues Seasons.' Seasons.' Benjamin Britten Benjamin **Expressive Arts and** Cycle One 'Hound Cycle one: Cvcle one: 'Storm.' Britten 'Storm.' Design Dog' Elvis Presley. Spring/Summer Spring/Summer Cycle Two: Cycle Two: Remember and sing James Brown 'I Cycle Two: Cycle Two: Beethoven Beethoven entire songs. feel Good.' 'Pastoral 'Pastoral Autumn/Winter Autumn/Winter Sing the pitch of a Cvcle Two: Composing: Begin to **Listening** to and Symphony.' Symphony.' tone sung by 'Can't buy me make improvements recognising Listening Recognising the another person. love,' The Beatles. to their work as instrumentation. Recognising and use and (pitch match) suggested by the Identifying melodies explaining the development of Sing the melodic teacher. that move in steps. changes within a motifs in music. shape e.g up and Listening to and piece of music using Identifying down, down and **Alternative songs** repeating a short, musical vocabulary. gradual dynamic up.) of familiar songs with different simple melody by ear. Describing the and tempo Create their own Suggesting seasons, e.g timbre, dynamic, and changes within a songs or improvise a improvements to their textural details of a piece of music. song around one 'Summer Night City, own and others' work piece of music, both Recognising and they know. Summertime' Selecting and creating verbally, and through discussing the Play instruments 'Seasons in the Sun' longer sequences of movement. stylistic features with increasing appropriate sounds of different Beginning to show an control to express with voices or their feelings and awareness of metre. genres, styles and instruments to Composing a piece of traditions of music ideas. represent a given idea using musical music in a given style or character. with voices and vocabulary **Performing** instruments Identifying Performing Combining melodies common features expressively using between different and rhythms to dynamics and timbre compose a multigenres, styles and to alter sounds as layered composition traditions of appropriate. in a given style music. Composing Composing a Suggesting and Successfully combining implementing coherent piece of and layering several improvements to music in a given instrumental and vocal their own work, using style with voices, patterns within a given bodies and musical vocabulary. structure. Using letter name instruments. Creating simple and rhythmic Playing melody melodies from five or notation (graphic or parts on tuned more notes. Choosing staff), and key instruments with appropriate dynamics, musical vocabulary to accuracy and

			tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work Alternative songs with different seasons, e.g 'Summer Night City, Summertime' 'Seasons in the Sun'	label and record their compositions. Performing Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. History Understanding that music from different times has different features Other Music: 'Stormy Weather' 'September in the Rain'	control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. History Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Other Music: 'Stormy Weather' 'September in the Rain'		
Summer Two	Take One	Take One	Take One	Take One	Take One	Take One	Leavers'
	Tune-	Tune-	Tune	Tune	Tune	Tune	Production
	Whole	Whole	Whole	Whole	Whole	Whole	Whole
	School	School	School	School	School	School	School
	project All skills	project All skills	project All skills	project All skills	project All skills	project All skills	project All skills