

# 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	<p><b>Topic Based</b> adult led and child led play.</p> <p><b>Expressive Arts and Design</b></p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person. (pitch match)</p> <p>Sing the melodic shape e.g up and down, down and up.) of familiar songs</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Animals</b></p> <p><i>Cycle One</i> <i>Saint-Saens ‘The Carnival of the Animals’</i></p> <p><i>Cycle Two</i> <i>Peter and the Wolf</i></p> <p><b>Prokofiev</b></p> <p><b>Listening:</b> Describe the differences between two pieces of music</p> <p><b>Performing;</b></p> <p>Maintain a pulse using hands, tuned and untuned percussion</p> <p><b>Composing:</b> Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p><b>Alternative music examples:</b> <b>Blackbird</b> <b>I am the Walrus’</b> <b>Eye of the Tiger’</b> <b>Hound dog</b></p>	<p><b>Animals</b></p> <p><i>Cycle One</i> <i>Saint-Saens ‘The Carnival of the Animals’</i></p> <p><i>Cycle Two</i> <i>Peter and the Wolf</i></p> <p><b>Prokofiev</b></p> <p><b>Listening to and recognising</b> instrumentation. Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p><b>Performing</b></p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p><b>Composing</b></p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p><b>Alternative music examples:</b> <b>Blackbird</b> <b>I am the Walrus’</b> <b>Eye of the Tiger’</b> <b>Hound dog</b></p>	<p><b>Transport</b></p> <p><i>Cycle One</i> <i>Villa Lobos; ‘Last Train of the Caipara,</i></p> <p><i>Cycle Two:</i> <i>John Adams ‘Short Ride in a Fast Machine.’</i></p> <p><b>Listening</b></p> <p>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.</p> <p>Beginning to show an awareness of metre.</p> <p><b>Composing</b> a piece of music in a given style with voices and instruments</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style</p>	<p><b>Transport</b></p> <p><i>Cycle One</i> <i>Villa Lobos; ‘Last Train of the Caipara,</i></p> <p><i>Cycle Two:</i> <i>John Adams ‘Short Ride in a Fast Machine.’</i></p> <p><b>Listening</b></p> <p>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</p> <p><b>Composing</b></p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments</p>	<p><b>Latin Music</b></p> <p><i>Cycle One</i> <i>Bernstein ‘Mambo’ from West Side Story</i></p> <p><i>Cycle Two</i> <i>Bizet ‘Carmen-Toreodor Song.’</i></p> <p><b>Listening</b></p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p><b>Composing</b></p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p><b>Performing</b></p> <p>Performance</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score,</p>	<p><b>Latin Music</b></p> <p><i>Cycle One</i> <i>Bernstein ‘Mambo’ from West Side Story</i></p> <p><i>Cycle Two</i> <i>Bizet ‘Carmen-Toreodor Song.’</i></p> <p><b>Listening</b></p> <p>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.</p> <p><b>Composing</b></p> <p>Developing melodies using rhythmic variation, transposition and</p>

				<p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p><b>Performing</b> Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p><b>Alternative Music</b> <b>Big Yellow Taxi</b> <b>Fly Away</b> <b>etc</b></p>	<p>Creating a piece of music with at least four different layers and a clear structure</p> <p><b>Performing</b> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p> <p><b>Alternative Music</b> <b>Big Yellow Taxi</b> <b>Fly Away</b> <b>etc</b></p>	<p>keeping in time with others and</p>	<p>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.</p> <p><b>Performing</b> 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.</p> <p><b>History</b> 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.</p>
Autumn Two	<p><b>Christmas Play</b></p> <p><b>Expressive Arts and Design</b> Remember and sing entire songs.</p>	<p><b>Christmas Play</b></p> <p><b>Performing:</b> Use their voices expressively to speak and chant' Sing short songs from memory,</p>	<p><b>Christmas Play</b></p> <p><b>Performing</b> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p>	<p><b>Christmas Music</b></p> <p><b>Performing</b> Singing songs in a variety of musical styles with accuracy and control, demonstrating</p>	<p><b>Christmas Music</b></p> <p><b>Performing</b> Singing songs in two or more parts, in a variety of musical styles from memory,</p>	<p><b>Christmas Music</b></p> <p><b>Performing</b> Singing songs in two or more parts, in a variety of musical styles from</p>	<p><b>Christmas Music</b></p> <p><b>Performing</b> Singing songs in two or more secure parts from memory, with accuracy, fluency,</p>

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

		<b>Alternative music: 'Over the Rainbow' Disney Soundtracks</b>	<b>Performing</b> Performing expressively using dynamics and timbre to alter sounds as appropriate. <b>Composing</b> 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. <b>Alternative music: 'Over the Rainbow' Disney Soundtracks</b>	improvements to their own work, using musical vocabulary. <b>Performing</b> from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology	<b>Performing</b> from graphic notation	<b>Performing</b> 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	<b>Topic Based</b> 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	<b>The World</b> <i>Cycle One</i> <i>Holst, The Planets</i> <i>Cycle Two</i> <i>Hans Zimmer 'Earth'</i> <b>Composing:</b> Create a simple graphic score to represent a composition. Perform from a graphic notation  Alternative music examples: <b>Life on Mars</b>	<b>The World</b> <i>Cycle One</i> <i>Holst, The Planets</i> <i>Cycle Two</i> <i>Hans Zimmer 'Earth'</i> <b>Listening</b> 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	<b>America</b> <i>Cycle One</i> <i>Aaron Copeland 'Hoe Down'</i> <i>Cycle Two</i> <i>George Gershwin 'Rhapsody in Blue'</i> <b>Listening</b> 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	<b>America</b> <i>Cycle One</i> <i>Aaron Copeland 'Hoe Down'</i> <i>Cycle Two</i> <i>George Gershwin 'Rhapsody in Blue.'</i> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music.	<b>Famous Composers:</b> <i>Cycle One:</i> <i>Bach: Toccata and Fugue.</i> <i>Mozart: Horn Concerto No.4</i> <i>Cycle Two</i> <i>Beethoven Symphony No. 5</i> <i>Elgar 'Enigma Variations'</i> <b>Listening</b> Representing the features of a piece of music using graphic notation, and	<b>SATS</b>

	<p>song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Space Oddity'</b> <b>'Fly me to the moon'</b> <b>'Rocket Man'</b> <b>'The Final Countdown'</b></p>	<p><b>Performing</b> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. <b>Composing</b> 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. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. <b>Alternative music examples:</b> <b>Life on Mars</b> <b>Space Oddity'</b> <b>'Fly me to the moon'</b> <b>'Rocket Man'</b> <b>'The Final Countdown'</b></p>	<p>verbally, and through movement. Beginning to show an awareness of metre. <b>Composing</b> 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 Suggesting and implementing improvements to their own work, using musical vocabulary. <b>Performing</b> Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. <b>History</b> Understanding that music from different times has different features</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Identifying common features between different genres, styles and traditions of music. Composing a coherent piece of music in a given style with voices, bodies and instruments. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.  Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. To discuss and evaluate their own and others' work. <b>Composing</b> a detailed piece of music from a given stimulus with voices, bodies and instruments. <b>Performing</b> 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. <b>History</b> Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p>	
--	---	--	---	--	--	---	--

Summer One	<p><b>Take One Tune</b></p> <p><b>Expressive Arts and Design</b> 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.</p>	<p><b>Seasons</b></p> <p><i>Vivaldi 'The Four Seasons.'</i> <b>Cycle one:</b> <i>Spring/Summer</i> <b>Cycle Two:</b> <i>Autumn/Winter</i> <b>Composing:</b> Begin to make improvements to their work as suggested by the teacher.</p> <p><b>Alternative songs with different seasons, e.g</b></p> <p><b>'Summer Night City, Summertime'</b> <b>'Seasons in the Sun'</b></p>	<p><b>Seasons</b></p> <p><i>Vivaldi 'The Four Seasons.'</i> <b>Cycle one:</b> <i>Spring/Summer</i> <b>Cycle Two:</b> <i>Autumn/Winter</i> <b>Listening</b> 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 Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. <b>Performing</b> Performing expressively using dynamics and timbre to alter sounds as appropriate. <b>Composing</b> Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics,</p>	<p><b>Weather</b></p> <p><b>Cycle One:</b> <i>Benjamin Britten 'Storm.'</i> <b>Cycle Two:</b> <i>Beethoven 'Pastoral Symphony.'</i> <b>Listening</b> 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. <b>Composing</b> 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 Suggesting and implementing improvements to their own work, using musical vocabulary. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to</p>	<p><b>Weather</b></p> <p><b>Cycle One:</b> <i>Benjamin Britten 'Storm.'</i> <b>Cycle Two:</b> <i>Beethoven 'Pastoral Symphony.'</i> <b>Recognising</b> 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 Identifying common features between different genres, styles and traditions of music. Composing a coherent piece of music in a given style with voices, bodies and instruments. Playing melody parts on tuned instruments with accuracy and</p>	<p><b>Twelve Bar Blues</b></p> <p><b>Cycle One</b> <i>'Hound Dog' Elvis Presley.</i> <i>James Brown 'I feel Good.'</i> <b>Cycle Two:</b> <i>'Can't buy me love,' The Beatles.</i></p>	SATS
------------	--	---	--	---	--	---	------

			<p>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</p> <p><b>Alternative songs with different seasons, e.g</b></p> <p><b>‘Summer Night City, Summertime’</b> <b>‘Seasons in the Sun’</b></p>	<p>label and record their compositions.</p> <p><b>Performing</b> Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p><b>History</b> Understanding that music from different times has different features</p> <p><b>Other Music:</b> <b>‘Stormy Weather’</b> <b>‘September in the Rain’</b></p>	<p>control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p><b>History</b> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p><b>Other Music:</b> <b>‘Stormy Weather’</b> <b>‘September in the Rain’</b></p>		
Summer Two	<p><b>Take One</b> <b>Tune-</b> <b>Whole</b> <b>School</b> <b>project</b> All skills</p>	<p><b>Take One</b> <b>Tune-</b> <b>Whole</b> <b>School</b> <b>project</b> All skills</p>	<p><b>Take One</b> <b>Tune</b> <b>Whole</b> <b>School</b> <b>project</b> All skills</p>	<p><b>Take One</b> <b>Tune</b> <b>Whole</b> <b>School</b> <b>project</b> All skills</p>	<p><b>Take One</b> <b>Tune</b> <b>Whole</b> <b>School</b> <b>project</b> All skills</p>	<p><b>Take One</b> <b>Tune</b> <b>Whole</b> <b>School</b> <b>project</b> All skills</p>	<p><b>Leavers’</b> <b>Production</b> <b>Whole</b> <b>School</b> <b>project</b> All skills</p>