Long term overview of Music

Listen and appraisal

Composition

Performance

Elements of the curriculum

Created by Miss Greenyer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Sapphire R | * Me! * Listen and respond to different styles of music. * Learning to sing with actions. * Improvising leading to playing classroom instruments. * Share and perform the learning that has taken place | My Stories  Listening and responding to different styles of music.  Embedding foundations of the interrelated dimensions of music.  Learning to sing and actions.  Improvising which includes instruments. Share and perform the learning that has taken place. | Everyone!   * Listening and responding to different styles of music. * Learning to sing or sing along with nursery rhymes and action songs. * Explore and create using voices to begin with and then instruments. * Singing and learning to play instruments within a song * Share and perform the learning that has taken place | Our World  Listen and respond by speaking about different pieces of music.  Explore how music is created.  Sing along including nursery rhymes and actions.  Explore and create using voices to begin with and then instruments.  Share and perform the learning that has taken place. | Big Bear Funk   * Listening and appraising Funk music. * Embedding foundations of the interrelated dimensions of music. * Learning to sing Big Bear Funk and revisiting other songs. * Playing instruments within the song. * Improvisation using voices and instruments. * Riff-based composition. * Share and perform the learning that has taken place. | Reflect, rewind and replay   * Listen and Appraise. * Sing and revisit nursery rhymes and action songs * Play instruments within the song. * Improvisation using voices and instruments * Riff-based composition * Share and perform the learning that has taken place. |
| Topaz 1 | My Musical heartbeat!  Move in time to steady beat.  Listen to and copy steady rhythm.  Respond to short and long rhythms from a piece of music.  Sing high and low pitches.  Improvise and stay in time to piece of music.  Explore pitch and rhythm when composing. | Dance, sing and play!  Find the pulse to a piece of music by listening.  Listen to and copy a simple melody.  Recognise some musical instruments and name them.  Sing in a group with good posture.  Sing songs from memory.  Play tuned / untuned instruments.  Compose a melodic line.  Explore pitch and rhythm when composing. | Exploring sounds  Respond to high and low pitch in pieces of music when singing.  Recognise if music is loud or quiet through listening.  Talk about different styles of music and where they come from in the world.  Sing in group / solo with added actions.  Call and respond to simple vocal patterns.  Use notes to create an improvised melody. | Learning to Listen  Say what I like / dislike about a piece of music and how it makes me feel.  Listen and respond to tempo that is fast or slow.  Add movements to a song when singing.  Stay in time to a piece of music when improvising.  Improvise rhythmic patterns to a backing track.  Perform to an audience.  Follow the leader /conductor. | Having fun with improvisation  Copy and respond to a rhythm.  Discuss songs that are familiar.  Sing songs from memory.  Play instruments as a group / ensemble.  Make up my own tune whilst improvising.  Evaluate my composition through performance up to five notes.  Recognise some symbols such as 1 beat (crotchet). | Let’s perform together!  Listen to, copy and repeat rhythms.  Use some musical words to describe a piece of music.  Sing with expression in a group or solo.  Rehearse and perform a song.  Play tuned / untuned instruments in a performance.  Recognise some signs and symbols when composing.  Explore pitch and rhythm.  Perform song confidently in front of an audience. |
| Ruby 2 | Pulse, rhythm and pitch  Move in time and keep a steady beat together.  Improvise simple rhythms using different instruments including my voice.  Clap a rhythm that I have made up by myself.  Follow the leader of a group or conductor.  Describe my thoughts and emotions when listening to a piece of music.  I can sing part of a group in unison or two separate parts.  I can perform part of a group. | Playing in an Orchestra  I understand that when the speed of music changes, the tempo increases / decreases.  I can demonstrate good posture when singing.  I can follow the leader of a group or conductor keeping a steady beat.  I understand the difference between soft and loud dynamics.  I can use instruments respectfully and with care.  I can recall musical sequences to build ideas.  I can use tuned instruments to compose and improvise.  I can recognise some musical instruments within their family groups. | Inventing a musical story  I can find the pulse of music by moving my body.  I can use tuned and untuned instruments to compose and improvise.  I can rehearse and then perform sections of music with accuracy.  I can use music technology to create, edit and combine sounds.  I can use classroom instruments to narrate a story.  I can discuss with my peers what the music might be about and relate it to music I have listened to in the past. | Recognising different sounds.  I can understand the pitch means high or low sounds.  I can keep a steady beat in my head.  I can recognise the difference between fast and slow tempos.  I can memorise songs in preparation for a performance.  I can point out the differences and similarities between the varying styles.  I can perform part of a group.  I can use tuned and untuned instruments.  I can compose music using basic stick notation. | Exploring improvisation  I can listen to and repeat a rhythm back.  I can understand when the music increases / decreases.  I can clap a rhythm that I have made up myself.  I can explain why I like / don’t like a piece of music.  I can add appropriate actions and movement when  singing.  I can use tuned and untuned instruments to compose / improvise.  I can compose a simple melody using crotchets (1 beat) and minims (2 beats). | Our big concert  I can move in time with a steady beat.  I can listen to music from around the world and talk about its features.  I can take the lead and perform a solo.  I can communicate the words of a song effectively.  I can sing part of a group.  I can use tuned and untuned instruments to perform.  I can perform as a group using an instrument or as a solo.  I understand that I start and end with the “home” note when performing / composing. |
| Amber 3 / 4 | Mamma Mia  I can find the pulse to a piece of music.  I can respond to piece of music using correct musical language.  I can sing with expression.  I can perform with expression.  I can learn the notes G, A and B on glockenspiel.  I can compose music using the notes G, A and B.  I can improvise with different rhythms and using the notes G, A and B. | Glockenspiel stage 1  I can play and read the notes C, D, E and F.  I can recognise the notes C, D ,E and F.  I can recognise what a glockenspiel sounds like.  I can listen and respond to notes from C to G.  I can listen and respond to piece of music.  I can use musical terms to describe piece of music.  I can improvise on the glockenspiel using different rhythms.  I can improvise on the glockenspiel using notes C, D, E and F. | The dragon song!  I can listen and respond to folk music.  I can listen and respond to Turkish music, hindu songs, Chinese folk music and traditional folk tunes.  I can understand that “The dragon song” tells a story and its meaning.  I can learn the notes G, A, B on glockenspiels.  I can listen and respond to different riff rhythms.  I can identify G, A and B using notation.  I can perform the song “The Dragon song”.  I can listen to others whilst performing.  I can improvise using the notes G, A and B.  I can improvise using different rhythms. | Stop!  I can listen to a range of genres and respond including classical, Jazz, pop, hip hop. (see list of songs on charanga under unit overview).  I can copy back a rhythm through listening.  I can understand why warming up important for singing.  I can compose a rap piece of music using different lyrics. (See ideas on charanga).  I can perform my composition.  I can add instruments to my composition.  I can perform a song using verses and choruses.  I can sing the song “Stop”. | Bringing us together  I can understand songs have meanings.  I can find the meaning in the song “Bringing us together”.  I can play the notes C, G and A on range of different instruments.  I can respond to finding the pulse and rhythm in a piece of music.  I can learn to sing a song using different movements.  I can play and improvise on the notes C and A.  I can take it in turns when improvising.  I can perform piece using instruments to a backing track. | Blackbird  I can learn the song the “Blackbird” by the Beatles.  I can listen to a range of Beatle songs.  I can sing a range of Beatle songs.  I can play the notes C, D and E to the song “blackbird.  I can explore playing different instruments with the notes C, D and E.  I can listen and respond to rhythm (call and response).  I can sing back with expression using a good posture.  I can compose piece of music using the notes C, D and E.  I can perform with structure to the song.  I can perform song with expression and a range of instruments. |
| Emerald 4 / 5 | Livin’ On a prayer  I can listen and respond to classic rock.  I can give an opinion on rock music and the meaning.  I can use a range of instruments as an ensemble.  I can use the notes, C, D, E, F, G, A and B on glockenspiel to living on a prayer.  I can copy back a rhythm.  I can sing a song with good posture.  I can add movement to a song.  I can improvise on the notes G, A and B.  I can perform with structure to a song. (verse, chorus, verse).  I can use musical vocabulary to describe piece of music. | Glockenspieal stage 2  I can learn the play D, E and F.  I can take it in turns to improvise.  I can use 2 notes while improvising.  I can listen and copy back using notes on a glockenspiel.  I can listen and respond to a range of music giving an opinion and respectfully listen to others thoughts.  I can explain the musical dimensions (dynamics) in a piece of music (if music gets louder, quieter).  I can identify and move to piece of music.  I can identify the main sections of piece of music (verse, chorus, verse).  I can name the instruments in the song.  I can play glockenspiel using different dynamics (loud, quiet). | Jazz  I can identify and name instruments in a song.  I can recognise the different tempos in a song.  I can perform with instrument as a group or solo.  I can improvise in Jazz music and in a riff (drum solo) part.  I can improvise at different points in a song.  I can play the start of the song on instrument all together.  I can identify what style of music this is.  I can perform with lots of expression.  I can play the main tune on an instrument. | Make you feel my love  I can identify instruments in a song. I can find out about significant artists such as Adele and Bob Dylan.  I can play the notes, C, D, E, F, G A on a range of instruments.  I can listen to a rhythm and copy it back.  I can listen to a rhythm and copy it back using an instrument.  I can improvise using my voice or instrument.  I can clap the pulse and change the pulse according to piece of music.  I can follow rhythmic notation.  I can perform with others confidently.  I can work in groups to create an 8 bar composition.  I can perform my composition. | Lean on me  I can play the notes C, D, E, F, G, A, B on an instrument.  I can copy back a rhythm using long and short rhythms.  I can improvise using percussion and tuned instruments.  I can sing with expression and a good posture.  I can perform an 8-bar composition.  I can perform a song with structure (verse, chorus, verse, chorus, verse)  I can understand who Bill Withers is and the impact his music had.  I can identify the tempo in piece of music. | The Fresh Prince of Bel – Air  I can identify instruments in piece of music.  I can give opinion on piece of music and why I like / dislike it.  I can identify tempo / rhythm and style of music.  I can improvise using range of instruments.  I can improvise using my voice.  I can respond to melody using instrument.  I can respond to rhythm (copy and copy back).  I can compare two different pieces of music (what’s similar, what’s different).  I can perform the Fresh Prince of Bel Air.  I can sing the Fresh Prince of Bel Air using the right pitch. |
| Humite 5/ 6 | Happy  I can perform a song with structure such as chorus, verse, chorus (solo) band ensemble.  I can play instruments with or without notation.  I can use the notes C, D, E, F, G, A, B on instrument but also explore notes such as Bb, Ab, F sharp (following charanga activities).  I can answer questions about piece of music and ask questions.  I can give opinion on the feelings I feel towards a piece of music.  I can listen and respond to different riffs (short melodies) using my voice or instrument’s  I can compose a song with structure (verse, choruses, verse).  I can perform my song. | Jazz – More depth  I can listen to piece of music and respond with my own improvisation.  I can use musical vocabulary such as largo (slow) forte (loud) piano (quiet) to describe piece of music.  I can identify instruments in a piece of music.  I can identify the tempo and what type of genre of music it is.  I can sing along to backing track with expression and good posture breathe.  I can improvise using the notes C, D, E, F, G, A, B.  I can perform part of a song individually or as a group.  I can perform a song with the structure of “head and tune”. | A new year Carol  I can give an opinion on the composer “Benjamin Britten”.  I can identify how many singers in the piece of music and whether female or male voices.  I can describe the texture of songs (thick, thin, how many voices, if there’s a pedal note meaning long same note throughout).  I can describe the tempo, dynamics and unusual words in the text of the song.  I can body pulses to keep in time, clapping, tapping head, stamping feet, tapping knees.  I can respond to different rhythms by listening, improvising and copying.  I can sing using tone and range (high to low pitch).  I can sing with straight back, feet width apart, good posture and using my breathe properly.  I can sing saying the words clearly (diction).  I can perform as a group with encouraging to announce piece before performing.  I can perform some instruments. | You’ve got a friend in me  I can give an opinion on the composer “Carol King”.  I can perform “You’ve got a friend in me” with expression and meaning.  I can listen and respond at different points of the song using a range of vocabulary to describe dynamics, tempo, meaning of words.  I can compare different songs and say what similar about them (structure of song).  I can use tuned instruments with notes C, D, E, F, G, A, B, Bb.  I can improvise to same tempo as the song.  I can compose in a group using different tuned and untuned instruments as well as voices.  I can compose making up my own words about friendship inspired by “You’ve got a friend in me”.  I can sing in different part harmonies to a song (following charanga challenges).  I can follow and read some notation such as “C, D, E etc on glockenspiels. | Music and me  I can identify what positive impact music has on myself and learn about other composers in the world who inspiration towards their true reflection.  I can listen and compare a range of songs explaining the meaning behind them.  I can use musical vocabulary to describe piece of music.  I can explore the timeline of musicians overtime and the impact this has on today music.  I can create a piece of music inspired by one of the songs.  I can sing one of the songs in group with good posture, back straight, feet apart and breathing in the correct places.  I can create texture by singing in a group.  I can play a range of notes on an instrument reading notation and rhythms.  I can perform with meaning and expression. | Reflect, Rewind and Replay  I can listen and reflect upon pieces of music and describing musical terms about it.  I guess how old a piece of music is and describe how it makes me feel.  I can describe how the music tells a story.  I can reflect if I enjoy that piece of music.  I can find and tap the pulse to a range of pieces of music.  I can read and respond to rhythms.  I can read and play notes on instrument.  I can perform a piece of music or song with expression in a group or as a solo.  I can compose piece of music based on notes given to me. |