

Music

Throughout the year the children will cover a variety of aspects of the music curriculum to ensure all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Autumn Term

Up and Down

- Identify melodies that move by step (scales) and sing songs that contain them
- Play scale phrases from a song by ear; compose stepping note melodies
- Sing a round in two parts
- Create ostinati using rhythm notation; compose a stepping-note song accompaniment
- Create accompaniments that include the song melody with rhythmic & tuned ostinati
- Recognise music written in 3/4 time
- Learn an echo song based entirely on scales
- Improvise melodies within an octave, as part of a performance

Sounds about the house

- Sing a pentatonic song and explore the pentatonic scale
- Create rhythmic and pitched ostinati
- Work out a pentatonic song melody by ear
- Create tuned and untuned pentatonic accompaniments
- Sing two pentatonic partner songs (Afro-American)

Powerful Pentatonic

- Sing a song based on the 1st movement of Beethoven's 5th symphony
- Learn a call and response rhythm activity based on a motif from the song/symphony
- Produce a graphic score Sing a conversation song and perform as a round, using staccato voices to show anger
- Learn a chair-drumming sequence and perform to a backing track
- Create their own chair drumming patterns
- Read grid scores and play them as accompaniments

Spring 1	<p>Famous Composers</p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music •
Spring 2	<p>Singing – Production</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory
Summer Term	<p>Samba</p> <ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group and/ or individually. • React to changes of pulse • Maintain a rhythmic ostinato, simultaneously with a different ostinato and/or steady beat. • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter • Perform to a friendly audience with awareness of others