

Music WHOLE SCHOOL OVERVIEW

Colton Primary School



YEAR GROUP	Autumn	Spring	Summer
N	TOPIC -All About Me -Let's Celebrate	TOPIC -Let's Jump into a Book -Down on the Farm	TOPIC -Minibeasts -A Trip on a Magic Carpet
	Begin to join in with and express themselves through various genres of music	Begin to show an interest with instruments by exploring sound and use some control. Continuing to play instruments with increasing control	Explore and make a range of sounds with instruments and sound makers Begin to copy a beat using instruments
	- Sing up, Charanga, Music Express and Piccolo will be used throughout the year to support topics, themes and children's interests. - Nursery rhymes will be sung throughout the year.		
	<u>Key Vocabulary</u> – music, dance, beat, sing, pretend, loud, quiet		

R	TOPIC -All about me/Families -Seasons -Celebrations	TOPIC -Stories from around the world -Spring and Growth	TOPIC -Kings and Queens -Rainforest Explorers
	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music. Sing a range of well-known nursery rhymes and songs. To explore the sounds that instruments make. To understand that instruments can be tapped, shook etc. To use appropriate instruments to create a given sound	Explore and engage in music making and dance, performing solo or in groups. To begin to tap along to the beat To be able to copy a beat	Listen attentively, move to, and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Return to and build on their previous learning, refining ideas and developing their ability to represent them. To begin to understand how sounds can differ e.g volume and pitch To be able to use knowledge of music to express themselves and perform to others
	- Sing up, Charanga, Music Express and Piccolo will be used throughout the year to support topics, themes and children's interests. -Nursery rhymes will be sung throughout the year. <u>Key Vocabulary</u> – pulse, rhythm, noisy, fast, slow, imagine		
1 (Pulse, beat focus, pitch)	Bring the noise (pulse/ beat and rhythm)	The Little Train of Caipara by Heitor Villa-Lobos (pulse, speed changes and composing)	Gamelan – music from Indonesia (pitch, rhythm and composing)

and rhythm introduction)	Weather and seasons – Vilvaldi’s Four Seasons (Beginning composition)	We are Britain (appraising and singing)	There’s no place like home (composing)
	<p>Bring the noise (BBC unit): Children will learn the song ‘Bring the noise’ which will support them in understanding pulse and rhythm. They will be introduced briefly to the Kodaly method to support rhythm development. They will learn to sing as a group and play as an ensemble. Throughout this unit the children will also focus attention on beat through lots of games using the Dalcroze approach.</p> <p>Key Vocabulary: Pulse, beat, loud, quiet, volume</p> <p>Weather and seasons (BBC unit): Children will learn about the composer Antonio Vilvaldi and the baroque style of music. They will learn about The Four Seasons piece with a focus on Winter. They will begin to develop knowledge to help them describe music and express their feelings and opinions. Children will begin to point out loud and quiet sounds. They children will use Vivlvaldi’s piece as inspiration to develop composition skills, choosing sounds to represent ideas and deciding on the order.</p>	<p>The Little Train of Caipara (BBC): Children to develop basic musical terms and discuss what they can hear when listening to pieces of music whilst giving opinions. Children will explore Heitor Villa-Lobos’ The Little Train of Caipara and why he wrote the piece. The children will look at how the music paints a picture of a train. To move onto choosing sounds to represent trains/ other transport. Children will also continue to look at pulse and beginning to feel when the music speeds up and slows down.</p> <p>Key Vocabulary: Pulse, beat, loud, quiet, volume, pitch, high, low, compose, conduct, orchestra.</p> <p>We are Britain:This unit focuses on Traditional folk music from England, Scotland, Wales and Ireland. Children will explore folk music from the different regions learning songs and developing singing techniques. Examples for</p>	<p>Gamelan – music from Indonesia: Children will listen to Gamelan music, such as: Gong Kebyar of Peliatan piece ‘Baris’. They will have time to pick out sounds and how the music is different from other pieces they have listened to so far. The children will learn about the history of Gamelan and its use during story telling (including shadow puppetry). The children will develop their knowledge of pitch and begin to order different sounds to construct their own Gamelan piece to accompany a shadow puppet story.</p> <p>Key Vocabulary: Pulse, beat, loud, quiet, volume, pitch, high, low, compose, conduct, orchestra, Gamelan, gong.</p> <p>There’s no place like home (BBC unit): Children will listen to ‘No Place Like’ which is a vocal piece by the composer, Kerry Andrew. When listening to the piece they will describe what they hear. They will also listen to the environment around them, and find new sounds, practise starting and stopping when conducted. Towards the end of this unit they will make their own ‘Home’ sound piece and think of new words for songs.</p>

	<p>Key Vocabulary: Pulse, beat, loud, quiet, volume, Baroque, Harpsichord, compose, conduct, orchestra.</p>	<p>appraising could include: 'All around my hat', 'Are you going to Scarborough Fair' (Britain). 'The Bonnie Banks of Loch Lomand' (Scotland), 'Bum Yn Caru Cainc Y Datgeiniad' (Wales), Piece by Paddy Killoran (Ireland).</p> <p>Key Vocabulary:</p> <p>Pulse, beat, loud, quiet, volume, pitch, high, low, compose, conduct, Folk music, accordion, fiddle, penny whistle.</p>	<p>Key Vocabulary: Pulse, beat, speed, loud, quiet, volume, pitch, high, low, compose, conduct, orchestra, choir</p>
	<p>Sticky Knowledge: (Aut 1) Can you clap the beat of the music? Can you pick out loud and quiet sounds?</p> <p>Sticky Knowledge: (Aut 2) Can you pick out loud and quiet sounds? To begin to understand what Baroque music sounds like. To know who Antonio Vilvaldi was and what style of music he created.</p>	<p>Sticky Knowledge: (Sp1) Can you describe or show the pulse or count the beat? Can you tell when the music speeds up or slows down?</p> <p>Sticky Knowledge: (Sp2) To know what folk music means. To pick out some key characteristics of folk music from different countries.</p>	<p>Sticky Knowledge: (Sum1) To identify some key characteristics of Gamelan music. Say where Gamelan music comes from. To explain what 'pitch' means and be confident in identifying high and low sounds.</p> <p>Sticky Knowledge: (Sum2) To know what a conductor is and explain what they do. To identify loud, quiet, long and short sounds.</p>

Year 2			
2 (Beat, pulse, pitch and rhythm)	Autumn: Feel the pulse (beat and rhythm) Step back baby step back (rhythm and composition)	Spring: Romantic period West and East Sea shanties and folk music (performance, beat, composition)	Summer: Medieval music (composition) East African music (rhythm, singing and performance)
	Feel the pulse (Use BBC games for Ks1 to support): Children will revise their understanding of pulse and rhythm through playing games, singing songs, dancing and playing instruments. Children will move their body to the pulse of the music, this will be extended by doing particular movements on different beats using the	Romantic period West and East: Children will appraise different music from the Romantic period – they will also listen to music from China (at the time) as a comparison. Children will focus on the features of Romantic music and explore music from The Nutcracker by Tchaikovsky . Children will learn main	Medieval music: Children will learn about typical music from this period. They will listen to secular music and religious music so they can make a comparison. They will also learn about travelling minstrels and how they spread popular dances and melodies from different countries. Children will work towards writing their own ballad. As a contrast the children will

	<p>Dalcroze approach. When learning songs, children will need to be able to tap beat or rhythm.</p> <p>Key Vocabulary: Pulse, beat, rhythm, speed, tempo.</p> <p>Step back baby step back: Children will learn about jazz music and listen to some different styles and influential artists during this period. They will join in with songs with untuned and tuned instruments, keeping in time with the beat. They will then begin to improvise their own rhythms. Children will focus their learning through the song 'Step back baby step back'</p> <p>Key Vocabulary: Pulse, beat, rhythm, speed, tempo, Jazz, scat singing, improvise, call and response.</p>	<p>motifs from The nutcracker, working towards their own final performance.</p> <p>Key Vocabulary: Pulse, beat, bar, rhythm, speed, tempo, Romantic period, orchestra, compose, conduct.</p> <p>Sea shanties and folk music: Children will listen to different sea shanties and folk music. They will learn about the history of these songs and the importance of using the songs to aid them with their work. They will learn some of the sea shanties and use accompanying movements of a sea worker. They will add additional instruments to songs and write their own compositions. Show children traditional folk music instruments, such as the accordion.</p> <p>Key Vocabulary: Pulse, beat, rhythm, speed, tempo, accordion, fiddle, penny whistle, accompaniment, Sea Shanty, Folk.</p>	<p>be exposed to other medieval music from different countries, such as, China.</p> <p>Key Vocabulary: Medieval music, minstrel, ballad, secular music, religious music, Dorian mode, notation, lute, crumb horn.</p> <p>East African music Children will listen to traditional music from East Africa, in particular, Masaai. Children will appraise and explore the different rhythm patterns, chants and breathing techniques from songs. They will also work towards learning some traditional songs for a performance.</p> <p>Key Vocabulary: Drums, djembe, djun djun, chekere, pulse, beat, rhythm.</p>
	<p>Sticky Knowledge: (Aut 1) What is beat? What is rhythm? What is tempo?</p>	<p>Sticky Knowledge: (Sp 1) To know where The Romantic period fits into our music timeline.</p>	<p>Sticky Knowledge: (Sum 1) To state where music from the Medieval period fits on our timeline.</p>

	<p>Can you switch between beat and rhythm?</p> <p>Sticky Knowledge: (Aut 2)</p> <p>To know where Jazz music fits in our music timeline.</p> <p>To begin to recognise some key characteristics of Jazz music</p> <p>To pick out key instruments of Jazz music.</p>	<p>To begin to identify instruments from an orchestra and begin to recognise their sounds.</p> <p>To name an influential composer during the Romantic Period.</p> <p>To know what the term 'motif' means.</p> <p>Sticky Knowledge: (Sp 2)</p> <p>To explain what a sea shanty is and why it was important.</p> <p>To explain why they performed different hauling songs.</p> <p>To name some instruments they might here in traditional Sea Shanties/ Folk music</p> <p>To know what the term 'accompaniment' means</p>	<p>To name the two strands of music being during the Medieval period.</p> <p>To identify musical instruments from the Medieval period.</p> <p>To explain what the Dorian mode is.</p> <p>Sticky Knowledge: (Sum 2)</p> <p>To begin to recognise characteristics of music from East Africa.</p> <p>To identify some traditional instruments from East Africa and explain how they are played.</p> <p>To know some traditional rhythm patterns.</p>
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YEAR 3			
3 (Beat, pulse, pitch, rhythm, tempo, structure)	Autumn: Kodaly and rhythm development (Rhythm and composition) – introduce Samba Big Yellow Taxi (Protest music) (composition)	Spring: Ukulele 1 (Performing and learning an instrument) Three Little Birds (singing and playing)	Summer: Ancient Worlds (Music from Greece) (rhythm and composition) Edward Elgar (composition)
	Kodaly and rhythm development: The children will begin to develop their knowledge of note length through learning the Kodaly method. Once confident with different note lengths (through playing games), children will explore different rhythms and then begin to try to record the patterns. Key Vocabulary: Kodaly, note length, rest, beat, rhythm, pattern. Big Yellow Taxi (Use Music epress unit songwriter and Charanga plastic unit to support): Children will listen to various protest songs with focus on Joni Mitchell's 'Big yellow taxi' and songs by Bob Dylan . They will learn about songwriting and structuring a song. Children will then go	Ukulele 1: Children will be taught about the different parts of a ukulele and their purpose. They will develop skills, such as, plucking and strumming and learn some basic chords. Children will have an opportunity to develop their skills through playing games and learning some basic songs. Key Vocabulary: Neck, body, tuning pegs, strings, bridge and saddle, frets, fret board, chords, strum, pluck, beat, rhythm. Three Little Birds and Reggae music (Use Charanga unit to support): All the learning will be focused around one song 'Three little birds' by Bob Marley . The children will listen to and appraise this song and other Reggae songs, including other artists who were	Ancient Worlds (ME unit Y3 to support): Children will explore music from ancient Greece with music inspired by Orpheus, Echo and Theseus. The children will perform a song cycle and a round and compose their own ostinato. They will learn about early instruments, such as, the lyre. As a contrast, children to listen to music by the artist Savina Yannatou – a contemporary artist from Greece. Key Vocabulary: Beat, rhythm, melody, pitch, tempo, dynamics, ostinato. Edward Elgar: Children will learn about the composer Edward Elgar and listen to his music, with a focus on 'Engima Variations'. They will develop their appraisal skills through the musical terminology. They will learn briefly about how music can be sampled in more contemporary pieces. They will use 'Enigma

	<p>on to write their own protest song in groups and some children will be able to begin use some form of recording their rhythms and pitches.</p> <p>Key Vocabulary: Folk music, protest songs, beat, rhythm, melody, pitch, tempo, dynamics, Folk music, compose, note length, notation.</p>	<p>inspired by Reggae music. Such as, Amy Winehouse's 'Our day will come'. They will then learn to sing the song/ play the song and compose their own section and improvise during performance.</p> <p>Key Vocabulary: beat, rhythm, melody, pitch, tempo, dynamics, compose, note length, notation, Reggae, syncopation.</p>	<p>Variations' to inspire their own compositions.</p> <p>Key Vocabulary: Beat, rhythm, melody, pitchm, tempo, dynamics, orchestra, motif, sample, variation.</p>
	<p>Sticky Knowledge: (Aut 1) Can you recognise or make the sound for a 1 beat note? Can you recognise or make the sound for a 2 beat note? Can you recognise or make the sound for a 4 beat note? Can you clap a rhythm you have written down?</p> <p>Sticky Knowledge: (Aut 2) To know what a protest song is. To name some influential singers from the 60's who wrote protest songs. What was the song 'Big Yellow Taxi' about? What is folk music?</p>	<p>Sticky Knowledge: (Sp 1) To name some of the parts of a ukulele. To know how to pluck strings. To know how to strum strings. To know how to hold a ukulele and position it correctly. To begin to play a C and F chord</p> <p>Sticky Knowledge: (Sp 2) To state where Reggae music fits in our music timeline and what were some of its influences? To name some of the key characteristics of Reggae music? To explain what syncopation is. To name some key figures of Reggae music and some of their well-known songs.</p>	<p>Sticky Knowledge: (Sum 1) Begin to know what an ostinato is. To name and identify Early instruments (from Greece). To explain how music was used in Ancient Greece.</p> <p>Sticky Knowledge: (Sum 2) To know who Edward Elgar is and where he fits into our music timeline. To know a brief understanding of the 'Engima Variations' that Elgar composed. Begin to recognise families of instruments. To begin to know what the term 'sampling' means.</p>

YEAR 4			
4 (Beat, rhythm, tempo and dynamic)	Autumn: Minimalism (rhythm and composition dev) Blackbird (playing more complex and read)	Spring: African djembe drumming (rhythm and composition) Soul to funk (playing)	Summer: Ukulele 2 (instrument) Beethoven five! (Composition dev)
	Minimalism – Steve Reich (BBC): Children will learn about Minimalism music and the features. They will explore the piece 'Music for 18 musicians', learn sections of the music and then use this as inspiration to create their own cyclical patterns for a piece of music. Children will recap on the Kodaly method to support them with recording their rhythms. Children will have an opportunity to broaden their musical vocabulary during this unit. Key Vocabulary:	African djembe drumming: Children will learn about different drums from West Africa and how to play to change the pitch. They will explore different rhythms and practise taking different roles in an ensemble. They will create their own rhythm patterns and begin to record these to make their own compositions. Key Vocabulary: Pulse, beat, rhythm, speed, tempo, pitch, timbre, tone, bass, slap, amplify,	Ukulele 2: This unit builds on what children have been taught previously. It will begin by recapping and checking children's knowledge and skills from the previous year. They will continue to develop skills, but with more confidence. Key Vocabulary: Neck, body, tuning pegs, strings, bridge and saddle, frets, fret board, chords, chord progression, strum, pluck, beat, rhythm, strumming pattern.

	<p>Pulse, beat, bar, rhythm, speed, tempo, pitch, dynamics, Minimalism, ostinato, cyclical.</p> <p>Blackbird (Charanga unit): This unit is focused around the song 'Blackbird' by the Beatles. The children will listen to and appraise this song and other songs by The Beatles. They will then learn to sing the song/ play the song and compose their own section and improvise during performance. The children will learn the significance of the song putting into historical context and the struggle for black civil rights.</p> <p>Key Vocabulary: Pulse, beat, bar, rhythm, speed, tempo, pitch, dynamics, popular, electronic, vocals, structure.</p>	<p>djembe, djun djun, cyclical, call and response.</p> <p>Soul to funk: Children will learn about how Soul and Funk music evolved and listen to a range of influential musicians during these periods. Such as, Otis Redding, James Brown, Aretha Franklin, Curtis Mayfield. They will learn to play an accompaniment along with songs, such as, 'Land of 1000 dances' by Wilson Pickett.</p> <p>Key Vocabulary: Pulse, beat, rhythm, speed, tempo, pitch, melody, dynamics, band, Soul, funk, bass.</p>	<p>Beethoven five: Children will learn about the composer Ludwig Van Beethoven – and his famous piece Symphony No. 5 (1st movement). They will briefly learn about the Classical Period and the pivotal role Beethoven played during this movement. They will use Symphony No. 5 as inspiration to create their own piece, working in small groups and as a class.</p> <p>Key Vocabulary: Classical, Symphony, orchestra, instrument families, strings, woodwind, brass, percussion, dynamics, crescendo, diminuendo.</p>
	<p>Sticky Knowledge: (Aut 1) What is minimalist music like? When does minimalist music fit into the music timeline? Can you name a minimalist composer? What is an ostinato?</p> <p>Sticky Knowledge: (Aut 2):</p>	<p>Sticky Knowledge: (Sp1) To identify traditional West African instruments from pictures and sound clips. To know the djun djun rhythm pattern To know the different parts of a djembe drum and how you can play it. To know how to amplify the sound of a djembe drum.</p>	<p>Sticky Knowledge: (Sum 1) To name some of the parts of a ukulele and can explain their purpose. To know how to pluck strings. To know how to strum strings with more confidence. To know how to hold a ukulele and position it correctly. To know how to play a C, F and G7 chord</p>

	<p>To know who The Beatles were and what era they became popular?</p> <p>What style of music did The Beatles produce?</p> <p>To identify instruments that The Beatles played.</p> <p>To name some of The Beatles' songs and know the background to these.</p>	<p>To know how to create different pitches on a djembe drum.</p> <p>Sticky Knowledge: (Sp2)</p> <p>To state where soul and funk music fit into our timeline.</p> <p>To explain briefly how soul and funk music evolved.</p> <p>To name key figures during the era of Soul and Funk</p> <p>To identify key characteristics and instruments of Soul and Funk music and how they are different.</p>	<p>To begin to play some different strumming patterns.</p> <p>Sticky Knowledge: (Sum 2)</p> <p>To state where Classical music fits into our music timeline.</p> <p>To name key figures from The Classical period.</p> <p>To identify key characteristics of Classical music.</p> <p>To explain how Classical music is different from Baroque music</p>
YEAR 5			
5 (Beat pulse, pitch, rhythm, tempo, structure,	<p>Autumn:</p> <p>Fresh Prince of Bel Air/ emergence of Hip Hop (singing and performing)</p> <p>Ukulele 3 (Instrument)</p>	<p>Spring (potential garage band):</p> <p>The Blues (Appraising and rhythm)</p> <p>Music from Mexico (appraising and composing)</p>	<p>Summer:</p> <p>Renaissance Music</p> <p>South American Music</p>

<p>dynamics, duration, timbre)</p>	<p>Fresh Prince of Bel Air/ emergence of Hip Hop (Charanga unit to support): Focus on Old School Hip Hop by Will Smith. Children will listen to and explore a range of songs with a focus on learning the Fresh Prince of Bel Air. They will learn about the features of Old Hip Hop through listening to a range of artists. They will work towards a performance where they will sing and play as a class.</p> <p>Key Vocabulary:</p> <p>Hip Hop, rap, rhythm, rhyming, sampling, looping, breaking, MC-ing, decks, DJ.</p> <p>Ukulele 3: With children becoming more confident they will expand their chord range, allowing them to play slightly more complicated pieces/ songs. Children will begin to learn some particular strumming patterns. Children will work towards a final performance. (Rhythm and Kodaly)</p> <p>Key Vocabulary:</p> <p>Neck, body, tuning pegs, strings, bridge and saddle, frets, fret board, chords, chord progression, strum, pluck, beat, rhythm,</p>	<p>The Blues: Children will learn a brief history of the blues with a focus on key figures, such as, Robert Johnson, Muddy Waters and Bessie Smith. They will learn about how the music evolved and how influential it was to other genres of music and key artists. Listen to music, such as, Jazz to note similarities and how this influenced composers such as, George Gershwin with pieces like, Rhapsody in Blue.</p> <p>Key Vocabulary:</p> <p>Blues, 12 bar blues, blues scale, chords, tempo, vocals, improvisation, bent notes.</p> <p>Music from Mexico: Children will listen to a variety of traditional music from Mexico, including songs by 'Rodrigo y Gabriela' (a Mexican acoustic duo) and the all-woman Mariachi band Flor de Toloache. Children will go on to create their own Mariachi accompanying percussion sounds. Other songs – La Bamba, La cucaracha (Ukulele)</p> <p>Key Vocabulary:</p>	<p>Renaissance music (Listening to music history book): Children will learn about Renaissance music and where it fits into the timeline of music and history. They will learn about the styles and structures of Religious music and music typical of Tudor times in England, composed for banquets and dancing. They will also learn about the different instrument families typical of this period. Thomas Tallis</p> <p>Key Vocabulary: Renaissance, Medieval, Baroque, sacred, secular, religious, notation, madrigal, pavane, lute, harpsichord, hurdy gurdy, crumhorn.</p> <p>South American Music: Children will learn about the history of Samba music and the traditional instruments. They will develop their knowledge in how to play the different instruments and learn traditional Samba grooves working towards a final performance. As a contrast children will listen to traditional South American music and look at traditional instruments such as the panpipes. Listen to songs by Katari.</p> <p>Key Vocabulary: Samba, bataria, main groove, sections, break, introduction, signal, ganza, reco reco, repinique, tambourine, surdo, call and response, improvisation, crescendo.</p>
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	strumming pattern, transition, notation, bars, tab.	Mariachi, Guitarrón Mexicano (Big guitar), Arpa Jarocha (Mexican Harp), Mexican Vihuela, Marímbula, Violin, trumpet, accordion, Bajo Sexto.	
	Sticky Knowledge: (Aut 1) What is Hip Hop music like? Who was the first person to establish Hip Hop music? What are the four areas of Hip Hop? When does Hip Hop music fit into the music timeline?	Sticky Knowledge: (Sp1) To name some key figures during The Blues era. To explain how The Blues evolved. To pick out key features of Blues music. To know some simple blues scales. To explain what a blues note is. Begin to know what improvising means.	Sticky Knowledge: (Sum 1) To know where Renaissance music fits on our music time line. To know what instruments were prominent during the Renaissance period. To know the main characteristics of Renaissance music. To name some Renaissance composers.
	Sticky Knowledge: (Aut 2) To know how to pluck strings more confidently. To play a C, F and G7 chord with confidence and beginning to know two more basic chords To play some different strumming patterns. To begin to read some basic notation.	Sticky Knowledge: (Sp2) To know some of the key features of traditional Mexican music. Name some traditional Mexican instruments by picture and sound To know what a Mariachi band is.	Sticky Knowledge: (Sum 2) To identify traditional samba instruments and begin to play correctly (surdo, tamborim, agogo, ganza and repinique). To know different samba musical terms like – main groove, bateria, break.

			<p>To know two or more traditional samba grooves.</p> <p>To know what the term syncopation means.</p>
YEAR 6			
6 (Beat Pulse, pitch, rhythm, tempo, structure, dynamics, duration, timbre)	Autumn: The Romantic Era and industrial revolution Blue Planet (Hans Zimmer)	Spring: Music from WW1 and WW2 Hinustani and Bhangra music	Summer: Ukulele 4 Peter and the Wolf
	The Romantic Era and industrial revolution (Listening to music history book): Children will be recap on their understanding of music from the Romantic period. They will listen to different composers to give them an understanding of the typical style and which composers are iconic of this period. They will learn why music evolved during this period linked to industrial changes. Learning will be centred around Grieg's Peer Gynt Suite	Music from WW1 and WW2 (focus on Glen Miller and Big Band): Children will listen to and explore a range of songs from WW1 and WW2. The children will learn the importance of the songs for people being able to express their emotions and also to keep up morale. They will learn about the birth of Big Band music during the 40's. Children will learn a piece based on	Ukulele and contemporary music: Children will listen to a variety of popular and contemporary music. They will look back at how music has evolved historically and although more contemporary music may sound different it still follows music theory and principles composers used previously. Use sing up scheme of work including Lumineers songs to focus on singing skills whilst playing. Work towards a festival of music. Key Vocabulary:

	<p>Key Vocabulary: Romantic period, industrial revolution, concert hall, dramatic, emotive, orchestra, instrument families, string, woodwind, percussion, main motif, ascending, descending.</p> <p>Blue Planet (BBC unit): Children will focus on the Blue Planet documentary and the music behind it. They will take part in a number of activities linked to composition and then develop their own music for some of the documentary. Children will learn about the composer Hans Zimmer (He has written music for over 150 films) and how he has been influential in shaping the music of TV, film and games.</p> <p>Key Vocabulary: Film music, shimmer, crescendo, diminuendo, piano, forte, motif.</p>	<p>walking bass pattern and develop improvisation.</p> <p>Key Vocabulary: Big Band Era, 12 bar blues, blues scale, pentatonic scale, Jazz, Swing, Alto Saxophone, mute, improvisation, bar, notation.</p> <p>Hindustani and Bhangra music: Children will listen to Hindustani music and learn about traditional instruments. They will listen to Ravi Shankar's Symphony finale which uses elements of Hindustani Classical music. They will also listen to examples of where popular music used traditional instruments, like the sitar. The children will also listen to Bhangra music and learn traditional rhythms patterns. They will create their own piece using Raga scales and Bhangra rhythms.</p> <p>Key Vocabulary: Hindustani classical music, raga, drone, tala, sitar, tabla, bansuri, Bhangra rhythm patterns.</p>	<p>(recap and build on previous ukulele vocab/ chord progression)</p> <p>Peter and the Wolf: Children will learn the story of Peter and the Wolf written by the composer Sergei Prokofiev. They will learn what 'Leitmotif' means and explore different instruments of an orchestra. Children can then create their own story and motifs for the different characters/or revise Peter and the Wolf's motifs.</p> <p>Key Vocabulary: Leitmotif, orchestra, clarinet, oboe, French horn, timpani, piccolo, notation, staves, bars.</p>
	<p>Sticky Knowledge: (Aut 1) What was the Romantic period of music like? What important historical event links up with the Romantic period?</p>	<p>Sticky Knowledge: (Sp 1) To explain what music was like during the Big Band era and why?</p>	<p>Sticky Knowledge: (Sum 1) To perform ukulele whilst singing confidently To play a C, F and G7 chord with confidence and know two more basic chords</p>

	<p>What music genre came before the Romantic period?</p> <p>What is a crescendo?</p> <p>What is an accelerando?</p> <p>Sticky Knowledge:</p> <p>(Aut 2)</p> <p>What is Hans Zimmer known for?</p> <p>Name one of Hans Zimmers works?</p> <p>What is a shimmer?</p> <p>What is a musical motif?</p> <p>What does the term piano mean?</p> <p>What does the term forte mean?</p> <p>What happens during a diminuendo?</p>	<p>To know the different types of instruments that featured in Big Band music?</p> <p>To recognise different instruments from their sound?</p> <p>Know what it means by the term 'improvisation'?</p> <p>Know what is meant by the term 'walking bass' and spot this when listening to music.</p> <p>Sticky Knowledge:</p> <p>(Sp 2)</p> <p>To recognise some traditional Hindustani and Bhangra instruments from pictures and sound.</p> <p>To know some features of traditional Hindustani and Bhangra music.</p> <p>To begin to be more confident in recognising instruments and what family they are from.</p> <p>To know a Raga scale</p> <p>To know a traditional Bhangra rhythm.</p>	<p>To play some different strumming patterns with more confidence</p> <p>To read some basic notation.</p> <p>Sticky Knowledge:</p> <p>(Sum 2)</p> <p>To know which instruments are part of which family group in an orchestra.</p> <p>To recognise different orchestral instruments from their sound</p> <p>To know what 'Leitmotif' means.</p> <p>To know how to record at least 4 pitches accurately using staff notation.</p>
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