

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Ballads</u></p> <p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<p><u>Creating compositions in response to an animation (Theme: Mountains)</u></p> <p>Learning to tell stories through Music. Pupils learn to tell stories through music. They begin this by first listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. They then go on to create their own original compositions to match an animation, building up layers of texture.</p>	<p><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u></p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>	<p><u>Jazz</u></p> <p>Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.</p>	<p><u>Developing singing technique (Theme: the Vikings)</u></p> <p>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>	<p><u>Traditional instruments and improvisation (Theme: India)</u></p> <p>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>
Year 4	<p>KAPOW – Body and tuned percussion (Theme: Rainforests)</p>	<p>KAPOW – Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of</p>	<p>KAPOW – Changes in pitch, tempo and dynamics (Theme: Rivers)</p>	<p>KAPOW - Haiku, music and performance (Theme: Hanami festival)</p>	<p>KAPOW – Rock and Roll</p> <p>Learning about the origin and features of rock and roll music,</p>	<p>KAPOW - Samba and carnival sounds and instruments (Theme: South America)</p>

	<p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p>	<p>repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.</p>	<p>pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.</p>	<p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>
Year 5	<p><u>Composition notation</u></p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>	<p><u>Blues</u></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised</p>	<p><u>South & West Africa</u></p> <p>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p>	<p><u>Composition to represent festival of colour – theme Holi</u></p> <p>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p>	<p><u>Looping & remixing</u></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>	<p><u>Musical theatre</u></p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p>

		piece with a familiar, repetitive backing.				
Year 6	<p><u>Advanced rhythms</u></p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p> <p>(This unit is being archived at the end of the 2023 school year)</p> <p><u>Baroque</u></p> <p>*New* unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>	<p><u>Dynamics, pitch and tempo</u></p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>	<p><u>Songs of WW2</u></p> <p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p><u>Film music</u></p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><u>Theme and Variations</u></p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><u>Composing and performing a Leavers' Song</u></p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>