

## Music Overview 2016 – 2017

	Term 1	Term 2	Term 3
Year 3	<ul style="list-style-type: none"> <li>Revise known songs and learn new songs.</li> <li>Introduction to two-part singing - combining together familiar songs which have the same chord progressions.</li> <li>Two-part singing where two different melodies can be learnt separately and then combined together.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to different styles of music which is intended to create mood and atmosphere and discussing how the composer does this.</li> <li>Exploring ways of creating mood with their voices when singing.</li> </ul>	<ul style="list-style-type: none"> <li>Learn two new notes on recorder and begin learning a melody using all five notes.</li> <li>Rhythmic improvisation activities using percussion instruments.</li> </ul>
	<ul style="list-style-type: none"> <li>Introduction to recorder playing. Learn the notes B, A and G and begin learning a three note melody.</li> <li>Perform recorder melody individually to the rest of the class. Discuss and evaluate each other's performances. Children should be reminded to make sure their comments are respectful of one another and helpful.</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative composition work in groups – creating moods - using percussion instruments.</li> <li>Performing compositions and evaluating each other's work remembering to be respectful and helpful.</li> </ul>	<ul style="list-style-type: none"> <li>Two-part singing in which one group sings an ostinato pattern whilst the other group sings the main melody.</li> <li>Introduction to electronic keyboards in preparation for year 4.</li> </ul>

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Year 4	<ul style="list-style-type: none"> <li>Review introduction to electronic keyboards and begin learning to play a simple melody using the notes C, D, E, F and G.</li> <li>Singing known songs and learning new songs with greater emphasis on pitch, breath control and quality of tone.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to music and singing songs which use ostinato patterns.</li> <li>Composition task using percussion instruments - in groups, create a piece which is based on an ostinato.</li> <li>Perform compositions and discuss and evaluate each other's work.</li> </ul>	<ul style="list-style-type: none"> <li>Play more advanced recorder melody, learning new notes as required.</li> <li>Play more advanced keyboard melody using more than five notes, therefore requiring a change of hand position.</li> </ul>
	<ul style="list-style-type: none"> <li>Individual improvisation on electronic keyboards using the same pentatonic scale.</li> </ul>	<ul style="list-style-type: none"> <li>Singing – four-part rounds and, where possible, adding an ostinato pattern which can be either sung or played on a percussion instrument.</li> <li>Review recorder work from year 3 and play new three note melody.</li> </ul>	<ul style="list-style-type: none"> <li>Class performance project using a combination of keyboards, percussion and recorders.</li> <li>Listening to music from different periods – discuss and evaluate.</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>• Singing in unison and in two parts. Increasing attention is given to pitch, breath control and control of dynamics.</li> <li>• More advanced keyboard melody. Some may begin to add chords with the left hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Composition – Using keyboards, compose a simple melody. Begin and end on C and try to use ideas from last terms work on melody.</li> <li>• Perform melodies for the rest of the class. Discuss and evaluate each other’s work remembering to be respectful and helpful.</li> <li>• Some children may notate their melodies on Sibelius by performing on piano connected to the computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Class performance project using recorders and tuned and non-tuned percussion.</li> <li>• Singing in unison and in two parts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Revise recorder fingering and learn new notes. Begin learning more advanced recorder melody.</li> <li>• Listening –sing and listen to melodies in different styles. Discuss differences and similarities; what makes a good melody?</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and listen to a variety of ‘question and answer’ melodies. Discuss – what makes it sound like a question and answer?</li> <li>• Singing improvisation – teacher sings a question, i.e. what is your name? Children take turns to sing an answer.</li> <li>• In pairs, compose ‘question and answer’ melodies using keyboards or tuned percussion instruments. Some may wish to notate their work on Sibelius by performing on keyboard connected to the computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard performance – children will learn about the key of G. major and will begin learning a keyboard melody in G. major, remembering all F sharps.</li> <li>• Perform keyboard melody to the class individually. Discuss and appraise each other’s work remembering to be respectful and helpful.</li> </ul>

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	Term 1	Term 2	Term 3
Year 6	<ul style="list-style-type: none"> <li>• Singing in unison and in two parts as a class, in pairs and individually.</li> <li>• Keyboard playing – children will learn about the key of D. major and will begin learning a keyboard melody in D. major, remembering all F sharps and C sharps. Children who accomplish this quickly may try adding left hand chords.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class composition based on a pentatonic scale. Each child is given a two bar rhythm and uses it to compose a melody on glocks using only C,D,F,G and A. Melodies can be performed together and separately. Teacher adds accompaniment using F. major and D. minor. Perform as two bars together then two bars solo, going around the class until all children have had a solo.</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard composition – children should compose a simple melody in D. major. Some may add simple left hand chords. Some children will notate their compositions on Sibelius by performing on keyboard connected to the computer</li> <li>• Singing in unison and in two parts. Children are now expected to demonstrate a high level of control over pitch, breathing and dynamics.</li> </ul>
	<ul style="list-style-type: none"> <li>• Performance – all children should learn a simple recorder melody. Then they should learn a simple accompaniment using simple chords on the keyboard. Work in pairs with one child on recorder and one on keyboard.</li> <li>• Each pair should perform to the class. Discuss and evaluate each other's performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to music from different periods and cultures. Discuss similarities and differences. Discuss some of the influences that make the music sound the way it does.</li> <li>• Children should practice and then perform a keyboard piece using right hand melody and left hand chords. As a class, discuss and appraise each performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Children choose either a keyboard piece or recorder melody to learn or revise for a final performance to the class.</li> </ul>