



### Core Themes

<p><b>Sing &amp; Play</b></p>	<p><b>Listen &amp; Appreciate</b></p>	<p><b>Compose</b></p>	<p><b>Perform</b></p>
-------------------------------	---------------------------------------	-----------------------	-----------------------

### Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Charanga: Either Dragon Song or Let your spirit fly	BBC Schools Radio: Romans <i>Link to history topic on Romans</i>	Charanga: Classroom Jazz 1 - glockenspiel/xylophone unit	Glenn Miller <i>Links to WW2 history topic</i>
<b>Autumn 2</b>	Industrial soundscape and songs from Oliver Twist <i>Links to history topic on industrial Sheffield</i>	Charanga: Mamma Mia	Aladdin Pantomime <i>Links to English work on 1001 Arabian Nights</i>	WW2 songs (3 weeks) and Christmas carols (3 weeks)
<b>Spring 1</b>	Charanga Glockenspiel unit	The Emerald Crown Assembly <i>Link to geography topic on the Amazon rainforest</i> <i>Link to RRS - Climate change</i>	African Drumming Cyclic patterns	Soundtracks
<b>Spring 2</b>	Charanga Three Little Birds	Rainforest soundscape <i>Link to geography topic on the Amazon rainforest</i>	Space compositions <i>Links to science topic on space</i>	Dance Monkey
<b>Summer 1</b>	Greek Assembly <i>Links to history topic on Ancient Greece</i>	Charanga: Lean on me	Vltava <i>Links to geography topic on rivers</i>	Charanga: Classroom Jazz 2
<b>Summer 2</b>	Introduction to ukeleles Groovy Music in ICT	Sounds of the Sea <i>Link to English traditional tales</i> <i>Link to geography topic on the Scarborough</i>	Hip Hop	Songs for Leavers' Assembly

## Progression of knowledge and skills

	Year 3	Year 4	Year 5	Year 6
<b>Play, Sing and Perform</b>	<ul style="list-style-type: none"> <li>• Sing songs in unison and in rounds with 2 parts, with clear diction.</li> <li>• Singing as a class.</li> <li>• Perform songs in front of an audience.</li> <li>• Performing soundscapes as a whole class and group.</li> <li>• Play glockenspiels and perform to the class.</li> <li>• Play rhythmic/melodic patterns with an awareness of dynamics and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in two parts with drone</li> <li>• Begin to show an awareness of time signatures, rests and coda when singing</li> <li>• Play glockenspiels/xylophones, beginning to show an understanding of time signatures, rests and repeat signs</li> <li>• Sing songs in unison, and in split parts with echoes.</li> <li>• Perform songs as a class/year group to a live audience</li> <li>• Play and perform own compositions in a small ensemble</li> <li>• Conduct/lead a small ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Play glockenspiels/xylophones as part of an ensemble</li> <li>• Begin to play syncopated rhythms</li> <li>• Play varied rhythms on African drums</li> <li>• Perform as a year group to a live audience</li> <li>• Develop confidence with solo/small group singing performances to a live audience</li> <li>• Perform own compositions, on a range of tuned and untuned percussion instruments, as part of a small ensemble</li> <li>• Sing using call and response</li> <li>• Write and perform simple raps to fit with a given rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Play the pieces on xylophone/glockenspiel and own instruments. Use keyboard to play bass line beneath the melody line.</li> <li>• Learn to sing songs in different styles. Sing in two parts (Christmas carols simple 2 part harmony)</li> <li>• Perform own compositions in a small ensemble</li> <li>• Play and sing in a mixed voice and instrumental ensemble.</li> <li>• Perform as a class/year group to a live audience.</li> </ul>
<b>Improvise &amp; Compose</b>	<ul style="list-style-type: none"> <li>• Composing and improvising using groups of 2 or 3 notes</li> <li>• Explore, create and combine sounds to create a musical structure in a Groovy Music in ICT: choose and combine sounds to create a musical structure.</li> <li>• Use technology to compose music.</li> <li>• Control tempo, dynamics, texture and timbre.</li> <li>• group and class ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, create and combine different textures in a class ensemble</li> <li>• Experiment with layering sounds and changing dynamics</li> <li>• Improvise short sections within a song, using up to 5 notes</li> <li>• Use changes in tempo and dynamics to reflect movements of the sea.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise within short sections of a piece, using up to 5 notes and reflecting the style and musical shape of the rest of the piece</li> <li>• Compose using clusters of up to 5 notes</li> <li>• Compose using the Phrygian mode (E-E) or a simplified 5 note version</li> <li>• Compose and perform own short cyclic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use a selection of tuned and untuned percussion to compose short sections to music to accompany a film clip.</li> <li>• Improvisation sections in Bacharach Anorak and meet the Blues.</li> <li>• Composition section in Meet the Blues.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
<b>Listen &amp; Appraise</b>	<ul style="list-style-type: none"> <li>Let your spirit fly - <b>R&amp;B</b></li> <li>Dragon Song - <b>contemporary children's songs</b></li> <li>Oliver – <b>musical theatre</b></li> <li>Recognise difference in timbres of different percussion instruments</li> <li>Bob Marley, Three Little Birds – <b>reggae</b></li> <li>Mixture of styles: mostly <b>pop</b>, one song each of <b>R&amp;B, folk and soul/swing</b></li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise the time signatures of various pieces of music</li> <li>ABBA 'Mamma Mia' - <b>Pop</b> (identify 4/4 time signature)</li> <li>Bill Withers 'Lean on Me' - <b>Soul/gospel</b></li> <li>Britten's 'The Storm' - <b>20th Century Western Art music</b></li> </ul>	<ul style="list-style-type: none"> <li>Three Note Bossa &amp; Five Note Swing - <b>Jazz and Bossa Nova</b></li> <li>Holst 'The Planets Suite' (focus on Mars and Neptune) and Ligeti's 'Atmospheres' - <b>20th Century Art music</b></li> <li>Smetana's 'Vltava' from 'Ma Vlast' - <b>19th Century Romantic Symphonic poem</b> (Identify how a symphonic poem portrays the journey of the river using instrumentation, pitch, texture, dynamics, tempo, musical style, ostinato.)</li> <li>Example of traditional African drumming rhythms</li> <li>American Hip Hop 1980 - 2000</li> </ul>	<ul style="list-style-type: none"> <li>Listen to Little Brown Jug and In the Mood by Glenn Miller – <b>swing/big band</b></li> <li>Notice the instruments used, understand the wartime context. Discuss the use of soloists. Notice how the musicians use bossy language to communicate and work as an ensemble.</li> <li>Listen to a range of classical and 20<sup>th</sup> C film scores and identify how music is used to enhance the visuals.</li> </ul>
<b>Musical notation</b>	<ul style="list-style-type: none"> <li>Option for looking at sheet music and to use it to support singing</li> <li>Create graphic scores to show the duration, timbre and dynamics of sounds</li> <li>Become aware of minims, 4/4, rests, minim rests, bars &amp; barlines</li> <li>Read notation to accompany compositions on groovy music.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce how sheet music shows pitch and intervals.</li> <li>Read simple glockenspiel sheet music including: 4/4 time signature, crotchets, crotchet &amp; minim rests, repeat sign</li> <li>Create graphic scores to show the duration, timbre and dynamics of sounds</li> </ul>	<ul style="list-style-type: none"> <li>Use sheet music to accompany playing glockenspiels/xylophones</li> <li>Crotchets, quavers, minims, 4/4</li> <li>Simple reading and composition on treble clef using crotchets, quavers, minims and dotted minims.</li> </ul>	<ul style="list-style-type: none"> <li>Read a melody line in treble clef, 2/4 and 4/4 time signature. Identify chords in the accompaniment. Crotchets, quavers, semi quavers, minims</li> <li>Opportunity to use sheet music to play own instruments to accompany songs.</li> <li><math>\frac{3}{4}</math> time signature in a waltz.</li> <li>Write out own compositions as a graphic score using elements of musical notation to show the rhythms chosen (crotchets, quavers, minims, semibreves).</li> <li>Reading syncopated rhythms</li> <li>Crotchets, quavers, dotted minims, tied notes, crotchet and quaver rests.</li> </ul>