



Year 3 Music Medium Term Overview

Topic	Autumn 1 Perfect Pets		Autumn 2 Home and Away	Spring 1 A Peachy Adventure	Spring 2 A Step Back In Time	Summer 1 What Lies Beneath	Summer 2 Raiders and Invaders
Unit and Outcome	<p>Pitch and Duration</p> <p>Children perform a range of popular ensemble pieces in groups.</p> <p>Pitch and Tempo</p> <p>Graphic scores. Recognising percussion instruments.</p>		<p>Dynamics and Structure</p> <p>Children perform African and European music using notations and rhythms. They will be performing performances of 'Amen Si Yaka Dum Sa' with their partner and a selection of Christmas songs in different languages. Echo and ostinato. Senuwa De Dende in a Round</p>	<p>Structure and Duration</p> <p>Composing and performing simple pieces on percussion instruments in Ternary form. Also creating pieces to describe certain minibeasts. Composing pieces to show what each character may sound like.</p>	<p>Texture and Timbre</p> <p>Looking at some of the history of classical and popular music over the years and introducing a range of orchestral instruments. Learning to play Twinkle Twinkle.</p>	<p>Dynamics and Tempo</p> <p>Children will compose and perform film soundscapes based on a sea creature of their choice using either glockenspiels or percussion.</p>	<p>Texture and Pitch</p> <p>Focusing on 'Treasure Island' from BBC Treasure Island. Listening to and evaluating some real Blues Songs . Playing some pieces on the recorder.</p>
Topic Specific Vocabulary	Solfege	Graphic Score	Round	Ternary Form	Glockenspiel	Improvisation	Tonguing
Subject Specific Vocabulary	Rhythm	Tempo	Forte	Notation. March.	Family	Soundscape	Chorus
General Vocabulary	Duration	Analyse	Structure	Composition	Pitch	Mood	Evaluating
Prior Learning							
Later Learning	In Year 4 pupils will be taught To perform a range of pieces in a group using a Graphic Score.		In Year 4 pupils will be taught how to write songs using a standard song structure.	In Year 4 pupils will be taught how to create a rap using a typical song structure.	In Year 4 pupils will be taught About the History of Music.	In Year 4 pupils will be taught how to create Moon soundscapes and do some music technology composition.	In Year 4 pupils will be taught how to create a Save Our Species film score.
Year 3 National Curriculum Objectives	<ul style="list-style-type: none"> Learning about pitch and duration. Improvise rhythms on untuned instruments. Understand pitch and tempo and how it can be used to communicate different effects. Sing simple songs in unison with clear diction, control of pitch, a sense of phrase and musical expression. Memorise simple songs and be able to recall. Playing instruments, listening and responding. 		<ul style="list-style-type: none"> Looking at Dynamics and Tempo. Clap back a simple rhythm. 	<ul style="list-style-type: none"> Analyse and compare sounds in simple music (with a simple melody and harmony.) Looking at Dynamics and Tempo. Clap back a simple rhythm. 	<ul style="list-style-type: none"> Elements- structure and duration. Sing simple songs in 2 parts as a round. Learn to perform and play with developing control. An orchestra is a group. 	<ul style="list-style-type: none"> Elements- dynamics and tempo. Combine different ideas together. Identify basic instruments eg drum elements (kit/percussion/snare). Identify instruments from a music family e.g. woodwind instruments Improvisation is when you make up a piece of music based on either some given notes or a given rhythm. 	<ul style="list-style-type: none"> Elements- texture and timbre. Understanding the context that the music eras that have been looked at have come from.

<p>More detailed knowledge required</p>	<ul style="list-style-type: none"> Understanding tempo means speed. Understanding pitch means high and low. That a fly is a crotchet that is worth 1 beat. That a spider is a pair of quavers and worth 1 beat in total but on their own are worth half a beat each. That a beat is a pulse that remains the same throughout the music but can be fast or slow – it remains the same beat throughout the piece Understanding that music dictates the pace of movement Solfege is the method of labelling different pitches. The sounds consist of Do, re, mi, fa, so, la, ti, do. Tempo means speed. Pitch means high and low. What a graphic score is and looks like. Vocabulary linked to tempo e.g. allegro, largo Matching instruments to pitches of sounds. 	<ul style="list-style-type: none"> An ostinato is a repeated musical pattern. That a beat is a pulse that remains the same throughout the music but can be fast or slow – it remains the same beat throughout the piece. knowing what the other languages mean when they sing it. different songs have different purposes in different cultures. 	<ul style="list-style-type: none"> Knowing the singing techniques in order to create a full sound (and stay safe) Knowing how to take care of the instruments (Year 3 need training in this) On the glockenspiel the longer the bar the lower the note and the shorter the bar the higher the note hit the bar centrally for the best sound on the glockenspiel Binary form is a type of musical structure where a tune is then followed by a different tune. 	<ul style="list-style-type: none"> Harmony is when there are two or more parts playing or singing at the same time. A round is a type of song when one group starts first. The next group starts singing the same thing a little bit later on. 	<ul style="list-style-type: none"> Understanding that film music is called a score. Understanding that the film music changes to create atmosphere. Remembering and understanding new musical dynamic words: crescendo, fortissimo Remembering that on the glockenspiel the longer the bar the lower the note and the shorter the bar the higher the note. Hit the bar centrally for the best sound on the glockenspiel. 	<ul style="list-style-type: none"> understanding that 'Blues' is a type of Jazz music that represents a difficult time in someone's life. a sequence is a repeating pattern that goes up or goes down. in 'Blues' the core progression (12 bar) is the back bone of the music (4 bars of C, 2 bars of F, 2 bars of C, 1 bars of G, 1 bars of F and 2 bars of C) the recorder is a wind instrument. Tonguing is when you put your tongue on the edge of the mouth piece to separate the sounds.
<p>Year 3 Skills</p>	<ul style="list-style-type: none"> To draw spiders and fly notation. To clap a beat in time with a piece of music. 	<ul style="list-style-type: none"> clapping and maintaining a steady beat listening to their groups music so they can hear where the beat is responding appropriately to call and response repeating a rhythm in time - ostinato. singing in two parts singing in a round 	<ul style="list-style-type: none"> Singing in unison and starting to sing in two- part harmony. choose appropriate sounds to reflect styles (eg. ladybird / grasshopper) listening to a partner to collaborate effectively. 	<ul style="list-style-type: none"> Singing songs that look at the evolution of popular music. Performance and rehearsing as groups and as a class. Playing a glockenspiel accurately and with good technique. 	<ul style="list-style-type: none"> To draw spiders and fly notation leading onto the actual notes being recorded on paper from notes provided To clap a beat in time with a piece of music To write down performance directions such as f= forte, ff = fortissimo, cresc = crescendo 	<ul style="list-style-type: none"> holding the recorder so it is supported properly with their thumb on the back hole learning how to breathe through the instrument so it is controlled learning how to tongue to define and separate the notes
<p>Linked artists/ historians/ musicians etc.</p>	<ul style="list-style-type: none"> Camille Saint-Saens Do re Mi -Sound of Music 	<ul style="list-style-type: none"> George Gershwin Surprise Symphony Haydn The Lion King. 	<ul style="list-style-type: none"> Ludwig Van Beethoven Heart of Oak- The Central Band of the Royal British Legion 	<ul style="list-style-type: none"> Pentatonix A selection of Baroque, Classical and Romantic and 20th Century music. Jess Glynne, Ed Sheeran 	<ul style="list-style-type: none"> Sia Vanilla Ice Ludwig van Beethoven. Symphony no 5 	<ul style="list-style-type: none"> Holst and Copland. Music from BBC Treasure Island. Runaway Blues , Ma Rainey Call it Stormy Monday.

Linked Media	• Tikki Tikki Tembo.	• Tikki Tikki Tembo.	• Tikki Tikki Temno.	• Tikki Tikki Tembo.	• Tikki Tikki Tembo.	• Tikki Tikki Tembo.
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Year 4 Music Medium Term Overview

Topic	Autumn 1 Paws for Thought		Autumn 2 Villagers and Pillagers	Spring 1 The Nowhere Emporium	Spring 2 Tragic Titanic	Summer 1 Mission: Survival	Summer 2 S.O.S Save Our Species
Unit and Outcome	Dynamics and Duration Children learn about key musical terms. To create a graphic score based on the adventures of a cat. Children learn about how to show emotion when composing a piece of music		Pitch and Tempo. Composing and performing simple pieces on the glockenspiel in Binary and Ternary form.	Structure and tempo Children will create 'Spell Chants,' using a standard song structure and using a range of percussion instruments for an introduction and a rhythmic ostinato. Children will also learn to play songs using 2-3 different chords.	Dynamics and Tempo Children will sing about the Titanic whilst using ostinatos.	Structure and Duration. Create Moon Pieces on laptops. Some children go to the Apple shop to participate in apple workshops for Garageband or Chrome Music.	Timbre and Dynamics. Children will compose an 'Endangered Species' Film score and sing a range of songs about SOS Children will learn to write on a staff.
Topic Specific Vocabulary	Dynamics	Composition	Ternary form.	Chant	Ostinato	Loops	Crescendo
Subject Specific Vocabulary	Graphic Score	Leaping	Score	Chorus	Piano	Time signature	Treble Clef
General Vocabulary	Beat	Emotion	Composition	Verse, Rondo Form	Accelerando	Editing	Emotions
Prior Learning	In year 3 pupils were taught how to create sounds and short pieces to describe Minibeasts.		In year 3 pupils were taught how to perform a piece of music on the glockenspiel in Ternary Form.	In year 3 pupils were taught how to perform a range of popular pieces in group ensembles.	In year 3 pupils were taught about music all about Treasure Islands and how to interpret them.	In Year 3 pupils were taught about using Ostinatos during their African Music unit and started looking at ostinatos on the djembe drums last half term.	In year 3 pupils were taught how to create sounds and short pieces in order to describe Minibeasts.
Later Learning	In Year 5 pupils will be taught more complicated rhythms when they learn The Cup Song from the film Pitch Perfect.		In Year 5 pupils will be taught how to compose a range of pieces using the interrelated dimensions of music.	In Year 5 pupils will be taught how to write songs using a standard song structure.	In Year 5 pupils will be taught how to compose parts of music using body percussion and cups.	In Year 5 pupils will be taught how to compose music for a fun fair on manuscript paper and learn how to write out their ideas.	In Year 5 pupils will be taught about the timbre of a range of orchestral instruments.
Year 4 National Curriculum Objectives	To be able to improvise developing rhythmic and melodic material when performing. Take into consideration purpose when writing compositions.		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	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 and detail and internalise and recall sounds with increasing aural memory.	Identify different instruments and why they were chosen. Take into consideration purpose when writing compositions (moon music) Understand pitch, duration dynamics and silence and how they have been used to communicate different effects.	Play tuned and untuned instruments with control. Explore, choose, combine and organise musical ideas within musical structures.
More detailed knowledge required	<ul style="list-style-type: none"> A graphic score is a form of writing down music using symbols. The symbols represent the different musical elements: pitch, dynamics, duration, 		<ul style="list-style-type: none"> Ternary form is a piece of music written in ABA. It starts with a tune, followed by a different tune. The tune from the beginning reappears at the end. 	<ul style="list-style-type: none"> Structure is the way in which a piece of music or a song is constructed. Rondo form is ABACADAE. In other section, section A is frequently repeated and 	<ul style="list-style-type: none"> Improvisation is making up a piece of music as you go along , based on some given notes or rhythms. Adagio is 'walking pace.' Allegro means 'fast' 	<ul style="list-style-type: none"> A loop is a recorded piece of music that repeats itself, usually throughout an entire piece of music. A time signature tells the performer how 	<ul style="list-style-type: none"> Crescendo is when a piece of music gets louder. Diminuendo is when a piece of music gets quieter.

	<p>timbre, texture and structure</p> <ul style="list-style-type: none"> • There are different time signatures to show how many beats in a bar. 4/4 means that there are 4 beats in a bar. 3/4 mean that there 3 beats in a bar. • Leaping is the movement of a note from a low to a high pitch, or vice versa. • Emotion in music is how you can make the piece sound like the feeling you are trying to show through the music. 	<ul style="list-style-type: none"> • Binary form is a piece of music written in AB Form. A tune is played, followed by a completely different tune. • Composition is your own piece of music that you have created/ • A score is the name of a completed piece of music. All the different musical parts have been written on it. 	<p>interspersed by different sections.</p> <ul style="list-style-type: none"> • A verse is a part of a song that is less catchy than a chorus, contains more words and is less memorable. Verses are used to give more information about a song. • A fret board is where fingers are placed on the ukulele in order to play different chords. • A sound hole is the round bit in the ukulele. • A C chord is played by pressing finger 3 on the yellow sticker • An A minor chord is played by pressing finger 2 on the yellow sticker. • An F chord is played by pressing finger 1 and 2 on the yellow sticker. 	<ul style="list-style-type: none"> • Soundscape is a musical background to accompany an image or an animation. 	<p>many beats are in each bar.</p> <ul style="list-style-type: none"> • Manuscript paper is a special type of paper that musicians use. It contains sets of five lines on it. Composers use it to write musical notes on. • Ternary Form is when a piece has three sections. The first and last sections are the same but the middle section is different. • Unison is when children sing the same tune together. 	<ul style="list-style-type: none"> • A staff is a set of 5 lines that composers write music on. • A film score is the name of music which accompanies a film or an animation • A treble clef is a symbol which features at the beginning of most compositions. • The higher the musical notes on the staff, the higher the notes. • The lower the musical notes on the staff, the lower the notes.
Year 4 Skills	<ul style="list-style-type: none"> • Clap simple rhythms – echo (copy) rhythm and call and response • Identifying emotions from a musical piece. • Selecting appropriate rhythms to write on a staff • Perform composed music to a wider audience. • Identify different dynamics e.g. forte, fortissimo, piano. • To begin writing musical rhythms on a staff. • To show different emotions using a range of musical elements, including dynamics, tempo and duration. 	<ul style="list-style-type: none"> • Learning how to structure a rap and make a rap rhyme. • Create a piece in Binary and Ternary form. 	<ul style="list-style-type: none"> • Play C, A m and F scales on the ukulele by using curved fingers and putting fingers on the stickers clearly. • Play the ukulele with the correct strumming technique. • To creating a verse and a chorus for a 'spell chant' • 	<ul style="list-style-type: none"> • Create an improvisation based on existing rhythms and notes. • Play an ostinato continuously and consistently throughout a piece of music. • Play a djembe drum with correct technique. • Link melodies and patterns to a film or picture. 	<ul style="list-style-type: none"> • Create Loops on the Garageband programme. • Edit loops on Garageband. • Compose a piece of music using either Binary, Ternary or Rondo forms. Cresc 	<ul style="list-style-type: none"> • Compose a short composition by drawing musical notes, bar lines, treble clefs and rests. • Use dynamics within a piece of music.

Linked artists/historians/musicians etc.	<ul style="list-style-type: none"> • Andrew Lloyd Webber - 'Cats' • Various songs from the Disney Film James and The Giant Peach. 	<ul style="list-style-type: none"> • Ludwig Van Beethoven • Mozart. • Carmen by Georges Bizet. 	<ul style="list-style-type: none"> • George Gershwin • Darling Hold My Hand - Jess Glynne. • Three little birds. Bob Marley. 	<ul style="list-style-type: none"> • Jaws main theme- John Williams. • La Habenera from Carmen. Georges Bizet. 	<ul style="list-style-type: none"> • 'Walking on The Moon ' by Sting And The Police • Bolero by Ravel. • Pachelbels Cannon 	<ul style="list-style-type: none"> • Earth by Hans Zimmer.
Linked Media	<ul style="list-style-type: none"> • 'Family' song from 'James and the Giant Peach. • 'Memory' from Cats 	<ul style="list-style-type: none"> • Tikki Tikki Tembo. 	<ul style="list-style-type: none"> • 'Rap with Me Kids' rap. • Hold My Hand - Jess Glynne. 	<ul style="list-style-type: none"> • It Came Down - Traditional folk song about the Titanic. 	<ul style="list-style-type: none"> • 'Walking On The Moon' - By Sting and the Police. 	<ul style="list-style-type: none"> • Young Persons Guide to the Orchestra.



Year 5 Music Medium Term Overview

Topic	Autumn 1 A Land Faraway	Autumn 2 Into the Darkness		Spring 1 Walk Like an Egyptian	Spring 2 The Golden Age	Summer 1 A Twist in the Tail		Summer 2 Fun at the Fair
Unit and Outcome	<p>Timbre and Duration Children will learn and perform the song 'Miss You When You're Gone' from the film Pitch Perfect by using plastic cups.</p>	<p>Structure and Tempo Learn how to play 3-4 chords on the ukulele and perform a song using these chords and strumming patterns. Sing and perform the song 'Walking On The Moon' and learning about what makes a minor scale.</p> <p>Duration and Dynamics Creating 'emotion' and mood pieces using percussion instruments based on space music.</p>		<p>Texture and Timbre Learn and perform a range of body percussion to include vocal percussion and beatboxing based on some Egyptian music. Also to write an Egyptian rap based on a chosen topic about Ancient Egypt.</p>	<p>Dynamics and Tempo Explore music from Pakistan as they link it to Mahlala. Then explore wider Islamic music. Explore the Call to Prayer – repetition of sounds. Read notation music linked to the Islamic music they will be hearing.</p>	<p>Timbre and Dynamics. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Work on the 'Great Composers.' Learn how to play an Ostinato of Adiemus on the Glockenspiel</p> <p>Texture and Timbre Djembe drumming. Rehearsing and performing as part of an ensemble.</p>		<p>Structure and Duration. Funfair composition based on a chosen ride at a fun fair. Children will create an advert to advertise a theme park of their choice.</p>
Topic Specific Vocabulary	Semi quavers	Minor	Percussion	beat boxing	Baton	Ostinato	Bass, tone and slap	Notation
Subject Specific Vocabulary	Timbre	Chords	Rhythm	Articulation	Orchestra	Stave	Call and Response	Rondo Form
General Vocabulary	Technique	Introduction	Timing	scale	Collaboration	Dimensions	Ensemble	improvisation
Prior Learning	In year 3 and 4, children were beginning to play rhythms using cups at the beginning of each lesson.	In year 4, Children learnt 2-3 chords and used these chords to strum a beat. The beat was used as an accompaniment to their spell chants.		In year 4, children learnt how to write short spell chants following a basic musical structure.	In year 3, children were taught about how to use ostinatos. In year 4, children were taught how to use loops in Music Tech.	In year 4, children began to read notes on a stave.		In year 4, children composed 'Endangered Species' film scores and learnt how to express what is happening in a film by using music.
Later Learning	In year 6, children will use body percussion to perform Ghanian Tribal songs and to create Ghanian Tribal pieces.	In year 6, children will learn about the Pentatonic scale and will sing a song written using a pentatonic scale.		In year 6, children will learn how to rap a very 'wordy' rap about the 12 Greek Gods. They will accompany this rap with tuned and untuned ostinatos.	In year 6, children will explore the traditional Chinese song 'Mo Li Hua' which has been written in a pentatonic scale.	In year 6, children will perform versions of fanfares on the glockenspiel.		In year 6, Children to identify the shape of the music when listening to it.

<p>Year 5 National Curriculum Objectives</p>	<ul style="list-style-type: none"> When performing in groups, children can use listening skills to adjust their performance in relation to others. Understand basic rhythm when performing eg crotchets and be able to read notation on a staff. 	<ul style="list-style-type: none"> Play tuned instruments with increasing control Clap and sing parts of the music from memory. 	<ul style="list-style-type: none"> Understand pitch, duration, dynamics and silence, time and texture and how they have been used to communicate different effects. Listen with attention to detail and recall sounds with increasing aural memory. 	<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. 	<ul style="list-style-type: none"> To begin to read basic notation, eg crotchet, semi quavers etc on a staff. Explore, choose combine and organise musical ideas within structures. 	<ul style="list-style-type: none"> Children to identify the shape of the music when listening. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
<p>More detailed knowledge required</p>	<ul style="list-style-type: none"> The song Miss You When You're Gone (the Cup Song) was written in 1931 . originally used for when people either went fishing or had to travel away from their families during the war. A semi quaver is a 'quarter' note. It is worth 1/4 of a beat on its own. 	<ul style="list-style-type: none"> A chord is 2 or more notes played at the same time. A minor scale is a set of eight notes where the seventh note is sharpened. An introduction is the bit before a song that contains only instruments and no words. Strumming is when you move your thumb or finger from the top of the ukulele strings to the bottom. Timing is when you play rhythms for the correct length and play a piece of music at the correct speed. 	<ul style="list-style-type: none"> Beatboxing are percussive sounds made by the mouth. A scale is a set of 8 notes that rises and falls. A rap is when words are spoken and performed rhythmically. Body percussion is when the body is used to make different sounds. 	<ul style="list-style-type: none"> A baton is a type of stick with a handle. It is used by a conductor to control how an orchestra plays. Collaborate is when two or more people work together to create a song or piece of music. Accelerando is the Italian musical term for 'getting faster.' Rallentando is the Italian musical term for 'getting slower.' 	<ul style="list-style-type: none"> An ostinato is a repeated musical pattern . An ostinato can be a rhythmical repeated pattern or a melodic repeated pattern. 'Adieumus' is a piece inspired by African music. The words are made of a selection of syllables and sounds that are combined together. Improvisation is when you have a set of notes or a rhythm as a 'basis' and you use it to create a new piece of music that you don't write down. Call and response is a musical conversation. It's when one person does a 'call' on an instrument and somebody else 'responds' with an answer that is different to what was first played. Bass, tone and slap are three different ways to play a djembe drum. Bass is when the palm of the hand hits the centre of the djembe. Slap is when the palm of the hand hits the edge of the djembe. Tone is the highest sound on the djembe. 	<ul style="list-style-type: none"> Rondo form is a form of musical structure that goes ABACADA. A tune is repeated regularly throughout a piece of music but is interspersed with different melodies. A Television Advert is a way of trying to convince people to try a new product and visit a new place.

					Fingers should be completely relaxed and thrown towards the head of the drum by the arm and wrist.	
Year 5 Skills	<ul style="list-style-type: none"> Performing a piece of music using the correct rhythms. Identifying a range of different timbres in a given music video. Singing with correct posture and suitable singing technique. 	<ul style="list-style-type: none"> Playing at least 3 Ukulele chords; C, A minor and F. Playing a range of different strumming patterns on the ukulele. Move between chords fluently. Sing and playing the ukulele simultaneously. Evaluating a piece of music and making improvements to make it even better. Play various rhythms for the correct length of time. 	<ul style="list-style-type: none"> Beat boxing a variety of different rhythms. Performing a rap stylistically. Writing a verse and a chorus of a rap. Creating an Ostinato to perform with a rap. Sing in polyphony 	<ul style="list-style-type: none"> Identifying musical notes that are on the line of the staves. Identifying musical notes that are in the spaces of the staves. Playing a glockenspiel with correct technique. Moving fluently from one note to another. 	<ul style="list-style-type: none"> Holding a beater correctly and playing faster rhythms more fluently. Performing an ostinato on a glockenspiel. Playing the three basic sounds of a djembe with the correct technique. Creating an improvisation. 	<ul style="list-style-type: none"> Working as a team and deciding who focuses on which parts in the group How to create sounds which sound like different fun fair rides. Using persuasive sounds and language to entice people to visit the theme park.
Linked artists/historians/musicians etc.	<ul style="list-style-type: none"> Music from the film 'Pitch Perfect.' BBC Ten Pieces repertoire which looks at a broad range of musicians. 	<ul style="list-style-type: none"> George Gershwin Music from BBC Ten pieces repertoire. Gustav Holst- The Planets. 	<ul style="list-style-type: none"> Grieg- 'In the Hall of The Mountain King (Alton Towers Advert) Sorcerers Apprentice- Dukas. 	<ul style="list-style-type: none"> Aaron Copland. 	<ul style="list-style-type: none"> Pentatonix Adiemus by Karl Jenkins. 	<ul style="list-style-type: none"> Grieg- 'In the Hall of The Mountain King (Alton Towers Advert) Sorcerers Apprentice- Dukas. Le Freak , Chic.
Linked Media	<ul style="list-style-type: none"> When You're Gone- Traditional Folk Song 	<ul style="list-style-type: none"> 'Walking On The Moon' by Sting and the Police. 	<ul style="list-style-type: none"> Walk Like an Egyptian Rap. 	<ul style="list-style-type: none"> Land of Hope and Glory- Edward Elgar 	<ul style="list-style-type: none"> Adiemus lyrics- Karl Jenkins. 	<ul style="list-style-type: none"> A range of leaflets advertising different theme parks.



Year 6 Medium Term Overview

Topic	Autumn 1 Meet the Greeks	Autumn 2 Born to Survive	Spring 1 Dragonology	Spring 2 and Summer 1 Lest We Forget	Summer 2 Location, Location, Location
Unit and Outcome	<p>Timbre and Duration</p> <p>Children perform a range of popular ensemble pieces in groups. Rapping Performance of 12 Greek Gods complete with tuned and untuned instrumental ostinatos.</p>	<p>Dynamics and Pitch</p> <p>Children will perform a Ghanaian Tribal song using Body Percussion and will create a composition based on the main rhythm of the 'William Tell Overture.'</p>	<p>Tempo and Structure</p> <p>Compose a pentatonic dragon-inspired piece of music that could be part of 'The Carnival of The Animals.' Exploring the tradition of the Chinese Dragon.</p>	<p>Duration and Pitch Listening to and Analysing The Last Post.</p> <p>Continuing to read musical notation and reading the notes of a last post inspired piece of music.</p>	<p>Rehearsing for the upcoming School Production.</p> <p>Performance of the production. Singing using balanced parts.</p>
Topic Specific Vocabulary	Stylistic	Presto	Erhu	Bugle	Solo
Subject Specific Vocabulary	Articulation	Semi quaver	Pentatonic Theme and Variation	Fanfare	Posture
General Vocabulary	Rehearsal	Variation	Pronunciation	Memorial	Technique
Prior learning	In year 5, children created a rap about the Ancient Egyptians and accompanied it using some beatboxing.	In year 5, children played rhythms using cups and experimented with playing using different tempos.	In year 5, children composed pieces of music about 'The Funfair.' They learnt how to use music to describe different rides and emotions.	In year 5, children read ostinatos from sheet music.	In years 4 and 5, children worked on their singing technique and sang a range of songs including 'walking on the moon.'
Later Learning	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. 	<ul style="list-style-type: none"> Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. 	<ul style="list-style-type: none"> Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 	<ul style="list-style-type: none"> Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> Listen with increasing discrimination to a wide range of music from great composers and musicians.

<p>Year 6 National Curriculum Objectives</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 Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<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. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Develop an understanding of the history of music. Use and understand staff and other musical notations Compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Play and perform using their voices with increasing accuracy, fluency, control and expression
<p>More detailed knowledge required</p>	<ul style="list-style-type: none"> Timbre means sound quality. Tuned instruments are those that contain notes. Untuned instruments are instruments that cannot play notes and can only play rhythms. Rap is a type of music where words are quickly and rhythmically repeated over an instrumental back Raps need to be performed rather than just read rhythmically. 	<ul style="list-style-type: none"> Presto means 'very fast.' Tribal Music is a type of music that characterises a tribe. The Tribal music of each tribe has different characteristics. Variation is a type of music where a musical theme is first introduced. 	<ul style="list-style-type: none"> A pentatonic scale is a scale containing five notes. It is a type of scale which is often used in Chinese music. A zither is a typical Chinese instrument. It has over 20 strings and is tuned in a major pentatonic scale. A stave is a set of 5 notes used to write musical notes on. 	<ul style="list-style-type: none"> The Last Post is a piece of music played on a Bugle Horn. It is used during Remembrance Sunday and military funerals to commemorate those who have lost their lives during war. A Reveille is a bugle call which is chiefly used to wake military personnel at sunrise. A Bugle Horn is a type of brass instrument that doesn't have any keys or valves. A Fanfare is a short piece of music played by trumpets or Bugles at the entry of a King or Queen during a ceremony. A 'perfect fifth' is when there is an interval of five notes between 2 notes. 	<ul style="list-style-type: none"> The diaphragm is a muscle just above the belly button where air is pushed out from. Correct breathing technique is the most important aspect of singing. Shoulders must not move when singing. Projection is making the sound of the voice carry a long way.
<p>Year 6 Skills</p>	<ul style="list-style-type: none"> Play an ostinato steadily throughout a piece of music. To rap using appropriate articulation and expression. Analysing a range of different pieces of music and analysing different timbres. 	<ul style="list-style-type: none"> Recall a variety of vocabulary to do with structure. Perform more complex rhythms. Use stimulus to create your own compositions. Sing traditional tribal songs. 	<ul style="list-style-type: none"> Analyse and respond to traditional Chinese music. Write your own compositions using a Pentatonic scale. Perform the traditional Chinese Song 'Mo li Hua' using accurate pronunciation. Identify various Chinese instruments by sight and by sound. 	<ul style="list-style-type: none"> Analysing and respond to recording of 'The Last Post.' Identifying perfect 5th's on a stave. Performing a fanfare on the glockenspiel using correct technique. Analysing and self-evaluating own performances. 	<ul style="list-style-type: none"> Perform solos and group solos in front of an audience. Dance and sing in sync as a group. Sing with good technique and diction.
<p>Linked artists/ historians/ musicians etc.</p>	<ul style="list-style-type: none"> Bolero- Ravel Clog Dance - Ferdinand Herold. Wasps Overture - Vaughan Williams. 	<ul style="list-style-type: none"> William Tell Overture by Rossini. Traditional Tribal Music from Ghana. Viennese Musical Clock- Kodaly. 	<ul style="list-style-type: none"> Carnival Of The Animals- Saints Saens Tan Dun Ode to the Litchi - Li Wei The Beautiful Nandu River- Li Wei 	<ul style="list-style-type: none"> Dame Vera Lynne 	<ul style="list-style-type: none"> Mary Poppins-Disney Encanto - Disney The Little Mermaid - Disney The Lion King- Disney

Linked Media	<ul style="list-style-type: none">• 12 Greek God Rap.	<ul style="list-style-type: none">• William Tell Overture by Rossini	<ul style="list-style-type: none">• Mo li Hua (Jasmine Flower traditional Chinese song)	<ul style="list-style-type: none">• The Little Smuggler - Henryka Lazowertowna	<ul style="list-style-type: none">• The script of whatever show the children perform.
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