

Music Year A

	Puffin	Swift	Eagle
Autumn 1	Peter and the Wolf	Wagner - Ride of the Valkaries	Musical Notation
Autumn 2	Christmas Singing	Christmas Play	
Spring 1	Using Tuned Instruments	Recorders	Musical Notation
Spring 2	Making Music		
Summer 1	No Place Like Home	Recorders	Space
Summer 2	Creating Rhythms	Shakespeare Song	

Music
Year A - Autumn

Puffin	Swift	Eagle
Focus: Peter and the Wolf	Focus: Wagner - Ride of the Valkaries	Focus: Musical Notation
<ul style="list-style-type: none"> • Peter and the Wolf is a piece of music where the characters are represented by different instruments. • There are families of orchestral instruments, strings, brass, woodwind and percussion. • Name of some orchestral instruments. • Name of common untuned instruments. • Sounds can be combined to create a piece of music. 	<ul style="list-style-type: none"> • Listen to and appreciate a piece of music. (Wagner - Ride of the Valkaries) • Describe a piece of music. • Structure a sequence to create a rondo. • Create leitmotifs with percussion instruments. • Create a narrative with a piece of music. • Perform in front of an audience. 	<ul style="list-style-type: none"> • To know the location of notes on the treble clef.. • To know the duration of standard note lengths (quaver, crotchet, minim and semibreve). • To know what the time signature represents. . • To know what the dynamic symbols mean (pp,p,mp, mf, f, ff). • To know how to use the above information to compose melodies. • To know how to perform music using th above information.
Focus: Christmas Singing	Focus: Christmas Play	
<ul style="list-style-type: none"> • Pitch is how high or low a note sounds. • When singing we try to copy the pitch. • Know the words to Christmas songs. • Know how to start and finish together. 	<ul style="list-style-type: none"> • Perform in front of an audience. • Perform in a group • Learn the lyrics to a song. • Follow directions on when to sing. • Understand the tempo of a song. • Sing various songs with repeated chorus. 	

Music
Year A - Spring

Puffin

Swift

Eagle

Focus: Using tuned instruments

Focus: Recorders

Focus: Musical Notation

- Pitch is how high or low a note sounds.
- The pentatonic scale is a group of 5 notes.
- Xylophones make sounds by hitting the bars with a beater.
- Xylophones are a tuned instrument.
- Composing is when you create your own piece of music.
- You can improvise by making up music on the spot.
- Dot notation can be used to show the pitch of notes. This can be done through stave notation or by creating your own marks.

- Know that a recorder is a woodwind instrument
- They make a sound by blowing into it.
- Covering the holes changes the pitch.
- Pitch is how high or low the sound is.
- Musical notes are a representation of the pitch and length of the note.

- To know the location of notes on the treble clef.
- To know the duration of standard note lengths (quaver, crotchet, minim and semibreve).
- To know what the time signature represents. .
- To know what the dynamic symbols mean (pp,p,mp, mf, f, ff).
- To know how to use the above information to compose melodies.
- To know how to perform music using the above information.

Focus: Making Music

- Music can be created and recorded in different ways.
- Tempo is the speed of a piece of music.
- Pitch is how high or low the notes sound.
- Music can be represented by notation.

Music
Year A - Summer

Puffin

Swift

Eagle

Focus: No Place Like Home

Focus: Recorders

Focus: Space

- A composer is someone who writes music.
- No Place Like is a vocal piece by the composer, Kerry Andrew.
- Body Percussion is making sounds using your body.
- There are sounds all around you if you listen carefully.
- A conductor leads a group of musicians. They tell you when to start and stop.

- Know that a recorder is a woodwind instrument
- They make a sound by blowing into it.
- Covering the holes changes the pitch.
- Pitch is how high or low the sound is.
- Musical notes are a representation of the pitch and length of the note.

- To know that Gustav Holst was a local, but internationally famous composer.
- To know that he composed his most famous work partially in Thaxted.
- To know that The Planets Suite is a series of pieces with different planets as their titles.
- That The Planets was first performed in 1918.
- To know the lyrics of songs from choral pieces.

Focus: Creating Rhythms

Focus: Shakespeare Song

- Musical notes can be long or short
- Marks are used to represent the length of the note
- Musical notation sits on a stave
- A crochet is 1 beat, a minim is 2 beats and a semibreve is 4 beats.

- Learn the words to a song.
- Musical notes can be long or short.

Music Year B

	Puffin	Swift	Eagle
Autumn 1	Musical Notation		Musical Notation
Autumn 2	Mars (Ten Pieces)	Christmas Play	
Spring 1	Singing in Rounds	Recorders	GarageBand
Spring 2	Notation		
Summer 1	Instruments		Singing
Summer 2	Samba	Rhapsody in Blue (excerpt) by George Gershwin	

Music
Year B - Autumn

Puffin

Swift

Eagle

Focus: Musical Notation

Focus:

Focus: Musical Notation

- Musical notes can be long or short
- Marks are used to represent the length of the note
- Musical notation sits on a stave
- A crochet is 1 beat, a minim is 2 beats and a semibreve is 4 beats.
- Rhythms can be played on percussion instruments
- Percussion instruments make a noise when hit.

- To know the location of notes on the treble clef.
- To know the duration of standard note lengths (quaver, crotchet, minim and semibreve).
- To know what the time signature represents. .
- To know what the dynamic symbols mean (pp,p,mp, mf, f, ff).
- To know how to use the above information to compose melodies.
- To know how to perform music using th above information.

Focus: Mars (Ten Pieces)

Focus: Christmas Play

- Gustav Holst was a British Composer
- A composer is someone who writes music
- His most famous work is The Planets which he wrote for the orchestra, and which includes the BBC Ten Piece, Mars
- In The Planets, Holst wrote about all the different characters of the Planets
- He became very famous after writing this work, but he didn't enjoy the fame. He much preferred to teach other composers!
- Music can be fast and slow
- Know the name of some classroom instruments

- Perform in front of an audience.
- Perform in a group
- Learn the lyrics to a song.
- Follow directions on when to sing.
- Understand the tempo of a song.
- Sing various songs with repeated chorus.

Music
Year B - Spring

Puffin

Swift

Eagle

Focus: Singing in Rounds

Focus: Recorders

Focus: GarageBand

- Pitch is how high or low a note sounds.
- When singing we try to copy the pitch.
- A round is a song sung by 2 more of groups where one group starts before the other.
- When singing in 2 parts, there is a melody (main tune) and a harmony (secondary tune)

- Know that a recorder is a woodwind instrument
- They make a sound by blowing into it.
- Covering the holes changes the pitch.
- Pitch is how high or low the sound is.
- Musical notes are a representation of the pitch and length of the note.

- To know how to use GarageBand to produce music.
- To know how to make music that fits a mood by mixing, tempo, temper, dynamics and instrument choices.

Focus: Notation

- Musical notes can be long or short
- Marks are used to represent the length of the note
- Musical notation sits on a stave
- A crochet is 1 beat, a minim is 2 beats and a semibreve is 4 beats.

Music
Year B - Summer

Puffin

Swift

Eagle

Focus: Instruments

Focus: Rhapsody in Blue (excerpt) by George Gershwin

Focus

- Untuned instruments cannot create a specific pitch.
- There are families of orchestral instruments, strings, brass, woodwind and percussion.
- Name of some orchestral instruments.
- Name of common untuned instruments.

- Gershwin was American and writing music at the start of the 20th century during a time when jazz was becoming popular
- 'Rhapsody in Blue' is said to sound like his home town of New York City
- Listen and reflect on a piece of orchestral music
- Create their own piece of music using instruments and voice
- Perform as an ensemble
- Learn musical language appropriate to the task
- Play and perform in ensemble contexts, using voices and playing musical instruments
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Dynamics - the term used for volume (lounds and softs)
- Motif - a very short musical 'idea' - often just a sound or a rhythm
- Pitched percussion - percussion instruments that can play different pitches - xylophones, glockenspiels, chime bars, etc.
- Soundscape Tempo - a musical collage of sounds often free flowing without an underlying beat or pulse another word for speed

- To know the background and context of a major piece of music.
- To know the instruments used in the piece.
- To know how to create a piece based on the theme of the work.
- To know the lyrics of songs for choral pieces.

Focus: Samba

- Samba is a type of music that is very popular in Brazil
- Instruments include tambourim, surdo, ago-go and a ganza
- A crescendo is when music increases in volume
- A diminuendo is when music decreases in volume.