

Menston Primary School Music Long-Term Overview 2023-24



EYFS

Celebration Music

Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.

Exploring Sound

Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment

Music and Movement

Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.

Musical Stories

A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.

Big Band

Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn half term 1 | <p>Pulse and rhythm (Theme: All about me)</p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> | <p>Musical Me</p> <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p> | <p>Creating compositions in response to an animation. (Theme: Mountains)</p> <p>Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.</p> | <p>Body and tuned percussion (Theme: Rainforests)</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>Songs of WW2</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>Looping and remixing</p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p> |
| Autumn half term 2 | <p>Timbre and rhythmic patterns (Theme: fairy tales)</p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> | <p>On this island: British songs and sounds</p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p> | <p>Whole class brass (Cherry Aut 1, Aut 2 and Spring 1) (Holly Spring 2, Summer 1 and Summer 2)</p> <ul style="list-style-type: none"> Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E Listen to musical pieces and begin to recognise known instruments. Offer their opinion on a piece of music backed up with a reason. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio | <p>Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p> | <p>Samba and carnival sounds and instruments</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> | <p>Advanced rhythms</p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p> |

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| <p>Spring half term 1</p> | <p>Classical music dynamics and tempo (Theme: animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p> | <p>Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p> | <p>Traditional instruments and improvisation (Theme: India) 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> | <p>Changes in tempo, pitch and dynamics (Theme: Rivers) 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>Blues 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 piece with a familiar, repetitive backing.</p> | <p>Dynamics, pitch and tempo (Theme: Fingal's Cave) Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p> |
| <p>Spring half term 2</p> | <p>Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p> | <p>Orchestral instruments (Theme: Traditional stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p> | <p>Whole class brass <i>(Cherry Aut 1, Aut 2 and Spring 1)</i> <i>(Holly Spring 2, Summer 1 and Summer 2)</i></p> | <p>Developing singing technique (Theme: The Vikings) 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>Composition to represent the festival of colour (Theme: Holi festival) 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>Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> |
| <p>Summer half term 1</p> | <p>Musical vocabulary (Theme: Under the sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p> | <p>Create music in response to a non-musical stimulus (picture of the Titanic)</p> | <p>Pentatonic melodies and composition (Theme: Chinese New Year) Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p> | <p>Haiku music and performance (Theme: Hanami) 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>South and West Africa Children learn 'Shosholozza', 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>Theme and variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> |
| <p>Summer half term 2</p> | <p>Vocal and body sounds (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p> | <p>West African call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p> | <p>Whole class brass <i>(Cherry Aut 1, Aut 2 and Spring 1)</i> <i>(Holly Spring 2, Summer 1 and Summer 2)</i></p> | <p>Composition notation (Theme: Egypt) 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>Musical theatre Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p> | <p>Composing and performing a Leavers' song Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p> |