



## Music Long-term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Mr Jones</b>	<b>Mr Jones</b>	<b>Mr Jones</b>	Creating Compositions	Jazz	Traditional Instruments and improvisation
Year 4	<b>Mr Jones</b>	Rock and Roll	Haiku: music and performance (Theme: Hanami)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Body and tuned percussion (Theme: Rainforests)	Samba and carnival instruments
Year 5	South and West Africa	Looping and Mixing	Blues	<b>Mr Jones</b>	<b>Mr Jones</b>	<b>Mr Jones</b>
Year 6	Dynamics, pitch and texture (Theme: Fingal's Cave)	Baroque	Theme and variations (Theme: Pop art)	Songs of World War II	Film Music	<b>Mr Jones</b>



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Year 3	<u>Mr Jones</u>	<u>Mr Jones</u>
Year 4	<u>Mr Jones</u>	<u>Rock and Roll</u> Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.
Year 5	<u>South and West Africa</u> Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	<u>Mr Jones</u>
Year 6	<u>Dynamics, pitch and texture (Theme: Fingal's Cave)</u> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	<u>Baroque</u> Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.



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	Spring 1	Spring 2
Year 3	<b><u>Mr Jones</u></b>	<b><u>Creating Compositions in response to animations (Theme: Mountains)</u></b> Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.
Year 4	<b><u>Haiku, music and performance (Theme: Hanami)</u></b> Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.	<b><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></b> Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.
Year 5	<b><u>Blues</u></b> Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	<b><u>Mr Jones</u></b>
Year 6	<b><u>Theme and variations (Theme: Pop art)</u></b> Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' into different instruments.	<b><u>Songs of World War II</u></b> 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.



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	Summer 1	Summer 2
Year 3	<p><b><u>Jazz</u></b>            Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p><b><u>Traditional Instruments and improvisation (Theme: India)</u></b>            Introduction to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>
Year 4	<p><b><u>Body and tuned percussion (Theme: Rainforests)</u></b>            Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p>	<p><b><u>Samba and carnival instruments</u></b>            Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.</p>
Year 5	<p><b><u>Mr Jones</u></b></p>	<p><b><u>Mr Jones</u></b></p>
Year 6	<p><b><u>Film Music</u></b>            Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><b><u>Mr Jones</u></b></p>