

## Music Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School focus genre:</b> <i>Each Year group will have a playlist. A featured artist will have a profile that teaches pupils on their history, influences, style and their contemporaries. Key vocab will also be empathised and embedded</i>	<b>Pop Music:</b> including: 90's, folk pop, dance pop, country pop Year 1: Spice Girls Year 2: Ed Sheeran Year 3: Shakira Year 4: Steps Year 5: Duran Duran Year 6: Taylor Swift	<b>Worship music:</b> Classical Music and Christmas music Year 1: Bolero / Mariah Carey Year 2: Holst/ Elvis Year 3: Mozart / Nat King Cole Year 4: Handel/ Pentatonix Year 5: Tchaikovsky / Cliff Richard Year 6: Hildegard / Michael Buble'	<b>R &amp; B and Motown</b> including: Soul, Gospel, Funk Year 1: Diana Ross & Supremes Year 2: Usher Year 3: Aretha Franklin Year 4: Tina Turner Year 5: Prince Year 6: Beyonce'	<b>Musicals and Film</b> including: Stage and Movies Year1 : Moana Year 2: The Greatest Showman Year 3: Elton John Tim Rice- Lion King Year 4:Abba- Mamma Mia Year 5: Andrew Lloyd Webber- Joseph Year 6: Queen- we will rock you	<b>Rock</b> including: glam rock, alternative, hard rock, metal Year 1: McFly Year 2: David Bowie Year 3: Pink Year 4: The Beatles Year 5: Bon Jovi Year 6: Guns n Roses	<b>Jazz and Blues</b> including: Instrumental and vocal Year 1: Norah Jones Year 2: Louis Armstrong Year 3: BB King Year 4: Duke Ellington Orchestra Year 5: Miles Davis Year 6: Ma rainey
<b>Year 1</b>	<b>Specialist Teaching:</b> Composition Exploration of Instruments Rhythm Tone Timbre Orchestra and instrument families	<b>Christmas Pantomime</b> > Improving a performance	<i>To listen and identify different musical instruments used by Motown and R &amp; B artists.</i>	<b>Specialist Teaching:</b> Body Percussion Stomp Control dynamics and pitch Maining a pulse Develop into unison, sequences and multiple rhythms with a partner to create performance	<i>To listen for the changing pitches/tones between instruments used by a band.</i>	<i>To discuss and identify the Timbre, Pulse, Beat and rhythm different types of music (Noarh Jones)</i>
<b>Year 2</b>	<b>Specialist Teaching:</b> Composition based on a theme 3 & 4 part storyboards with symbols to represent tempo/pitch/dynamics Looking at instruments relevant to sounds of their influence. Camilie Saint Saens - Carnival of the Animals. Development of orchestral understanding.	<b>Christmas Pantomime</b> > How music is used effectively	<i>To observe characteristics of music: melody, harmony and rhythm in R &amp; B and Motown music</i>	<b>Specialist Teaching:</b> Vocal Folk Singing Developing of part work (2/3/4 parts), harmony skills And ensemble experience of a choir nature. Singing in other languages and understanding their importance Traditional Folk artists.	<i>Beginning to analyse how composers use music to convey ideas. Consider the stories of David Bowie songs.</i>	<i>Describe characteristics of Jazz and blues music (melody, harmony, rhythm) and how effective it is at making the audience feel an emotion.</i>
<b>Year 3</b>	<i>To listen to how different popular music is structured. Discussing Tempo, Pitch and Dynamics</i>	<b>Outreach Stage Performance</b> > How improve a performance, individual actions in group performance	<b>Specialist Teaching:</b> Vocal Rapping Class rap - The Hip Hoppy Kid - with accompanying body percussion. Reinforce beat and rhythm. Practice and perform as a unit. Create own composition. Chopin - Development of the Ballade.	<i>To listen for emotion in music (used in musicals and film) and describe how we interpret it.</i>	<i>To try and identify musical "rhythmic structure" and the way different emotions can be conveyed in one piece (Pink song)</i>	<b>Specialist Teaching:</b> Rhythm Samba Everyday items as musical instruments. Unison, sequence and multiple rhythms and explain extension of structures. Musical forms: binary/ theme variations etc Wolfgang Amadeus Mozart

<b>Year 4</b>	<p><i>Why are harmonies used in pop music (as a compositional technique).</i></p> <p><i>To listen to music to hear control in voice and instrument</i></p>	<p><b>Outreach Stage Performance</b></p> <p>&gt;To evaluate the effectiveness of compositions on an audience</p>	<p><b>Specialist Teaching: Tuned Instruments: Ukulele</b></p> <p>Introduction of musical notation through chord charts and picto strumming patterns. Link of rhythmic patterns with beats. Ability to change chords on the beat, in solo and ensemble groups. Use of songs with chords to create a performance.</p> <p>Programmatic Music.</p>	<p><i>To evaluate storytelling through music, including the music of Abba, how is it structured.</i></p>	<p><i>To consider different compositional techniques used by The Beatles in different songs. Discussion of musicians changing style.</i></p>	<p><b>Specialist Teaching: Composition: Movie Scores</b></p> <p>Developing compositional techniques. Create music appropriate to the scene. Use of Pitch/Tempo/Dynamics to create narrative. Emphasis on the controlling of mood/emotion by relevant instrumental choice.</p>
<b>Year 5</b>	<p><i>To understand why pop music may chose to use a regular or irregular beat.</i></p>	<p><b>Specialist Teaching: Rhythm: Jazz</b></p> <p>Introduction of syncopation with strong emphasis on maintaining the beat. Use of time signatures (triple and duple time) before extending into complex time signatures (5 or 7 time). Return to rhythmic blocks of unison/sequence/multiple rhythms etc and extend into larger ensemble groups. David Brubeck - Take 5. Irregular time signatures and rhythmic patterns in Cool Jazz.</p>	<p><i>To assess different styles and genres of music explaining a preference.</i></p> <p><i>Prince used different styles, which do they prefer and why.</i></p>	<p><b>Easter Stage Show</b></p> <p>&gt; Perform including irregular beats and add improvisation</p> <p>&gt; Consider how narrative is used through musical</p>	<p><b>Specialist Teaching: Vocal: Songs through history</b></p> <p>the importance of 'songs' as a means of communication, a form of preserving history and their roles during important periods of time eg. WW1</p> <p>Solidify choir skills, part work, harmony and performance techniques. Develop range and aural ability - including hearing and repeating pitches, breathing techniques and sight singing.</p> <p>Ballet - Pyotr Tchaikovsky. Period v Genre (romantic period)</p>	<p><i>To consider how the sound of Jazz and Blues tells an emotional story. To connect how this can be increased/ complimented in the live performance.</i></p>
<b>Year 6</b>	<p><i>Listen to the complexities within a piece of music such as sound layering.</i></p> <p><i>Pitch Tempo and Tone</i></p>	<p><b>Specialist Teaching: Tuned Instruments Ukulele 2.</b></p> <p>Introduction of musical stave, notation and tab. Recapping chords and strumming patterns. Teach melody and accompanying chords to create solo and ensemble performances. Read all forms of notation. Latin America - Astor Piazzolla, Tango Nuevo. Solo pieces that are polyphonic and polyrhythmic. Emphasis on syncopation.</p>	<p><i>Compare the artist's work with another piece of music from a different culture or period of music., who inspired Beyonce' and can you hear it in her songs.</i></p>	<p><i>To extend their understanding of music's impact on different art forms including stage, film and Tv.</i></p> <p><i>To compare and contrast how it is used differently.</i></p>	<p><b>Specialist Teaching: Composition Theme &amp; Literature based.</b></p> <p>Use of storyboard with increased range of instruments (up to 10) and much more intricate development of melody and harmony. Emphasis on creating emotion and the dialogue between instruments to create a single sound. Introduction and use of 'Key/Scale' for tuned instruments. Richard Wagner - Opera as an Art form.</p>	<p><b>Music Video Leaver show</b></p> <p>&gt; Evaluate rhythmic accuracy of a performance</p> <p>&gt; Where is music effective at telling parts of a narrative (how does it move parts of narrative on).</p>