



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 3</b></p> <p><b>Music for celebrations</b></p> <p><b>Focussed Vocabulary</b></p> <p><b>Pulse</b></p> <p><b>Rhythm</b></p> <p><b>Pitch</b></p>	<p>Celebration of Harvest.</p> <p>Simple notation (use of pictures or symbols): Stave clef, sharp/flat, rest, repetition</p> <p>Let your spirit fly</p>	<p>Celebration of Christmas</p>	<p>Charanga</p> <p>Three Little Birds</p> <p>Bob Marley</p> <p>Songs of Matilda</p>	<p>Celebration of Easter</p> <p>Music of Mary Poppins.</p> <p>Begin to look at note lengths</p> <p>Glockenspiels</p>	<p>Charanga</p> <p>Dancing in the street</p> <p>Note lengths</p> <p>Glockenspiels</p>	<p>Charanga</p> <p>Reflect, rewind and replay.</p> <p>Note lengths</p> <p>Some use of simple Texture</p> <p>Tempo</p> <p>Dynamics</p> <p>Structure</p> <p>Piano</p> <p>Forfe</p>
<p><b>Composer study</b></p>	<p>Overview of musical periods - become familiar with names of eras and listen to variety of composers</p> <p>Song study ideas: Dancing in the street, Christmas songs (cross-curricular)</p> <p>Composer study: Tim Minchin (Modern) Matilda the musical</p> <p>Curriculum links: Literacy, RE, Black History, Times tables songs, French, Geography and History</p>					



<p><b>Year 4</b></p> <p>Popular (Pop) music Impact of early pop music on contemporary music.</p> <p><u>Focussed Vocabulary</u> Pulse Rhythm Pitch Texture Tempo</p> <p>Use of pentatonic scale (links to position of stave) Composing (use of symbols/notes on stave) Note lengths and names (Crotchet, quaver, minim)</p>	<p>Charanga: Mamma Mia Singing skills focus: Crescendo, decrescendo, round singing. Harvest songs</p>	<p>Charanga: Glockenspiel 2 Focus: Improvising and composing (legato and staccato) Christmas songs</p> <p>Pitch and volume embedding (cross-curr with science sound topic)</p> <p>Hedwig's theme (HP-English link)- John Williams</p>	<p>Charanga: Stop! Deconstruct and Composing own rap</p>	<p>Charanga: Lean on me</p> <p>Recorders BAG</p> <p><b>Easter songs</b></p>	<p>Charanga: Blackbird</p> <p>Beatles</p> <p><u>Some use of simple</u> Dynamics Timbre Structure Graphic notation including crotchets, quavers and minims.</p>	<p>Charanga: Reflect, rewind and replay</p> <p><u>Some use of simple</u> Dynamics Timbre Structure Graphic notation including crotchets, quavers and minims.</p>
<p><b>Composer study</b></p>	<p>Song study -Hedwig's theme Autumn term</p> <p>Taylor Swift Love story -English link Shakespeare's Romeo and Juliet.</p> <p>Composer study: The Beatles</p> <p>Cross curricular links: RE (unit3) Christian hymns (meaning) Compose a piece with meaning/emotion</p>					



<p><b>Year 5</b></p> <p>Film Music Focus on different types of film music and impact on the audience.</p> <p><u>Focussed Vocabulary</u> Pulse Rhythm Pitch Texture Tempo Dynamics Timbre Structure Graphic Notation</p>	<p>Wider ops Tuned instruments</p>	<p>Wider ops Tuned instruments</p> <p>Christmas focus and concert for parents</p> <p>Christmas church service</p>	<p>Wider ops Tuned instruments</p> <p>WW2 links to curriculum</p> <p>Listen and appraise</p>	<p>Wider ops Tuned instruments</p>	<p>Wider ops Tuned instruments</p>	<p>Wider ops Tuned instruments</p> <p>End of year concert</p> <p>Digital music (computing link)- chrome music lab- song structure Garage band- loops</p>
<p><b>Composer study</b></p> <p><b>Cross-curricular links</b></p>	<p>Song study ideas: John Williams- Indiana Jones theme summer 1 Link The Explorer (English)</p> <p>Composer study ideas: John Williams</p> <p>Cross-curricular: Computing- Garage band and computer generated music (layering loops and composing own loops to layer)</p>					
<p><b>Year 6</b></p> <p>Wider ops Tuned instruments for</p>	<p>Charanga: Living on a prayer</p> <p>Focus: Genres Performance skills Appraising</p>	<p>Charanga: Jazz</p> <p>Christmas Carols and Christmas</p>	<p>Song study: 'Danse Macabre', or the Dance of Death, by Saint-Saëns</p> <p>Literacy link: Out</p>	<p>Charanga: Jazz</p> <p>Easter songs</p>	<p>Composing: Frere Jacques SATs</p>	<p>Summer Production/leaver's performance.</p> <p>Composer study: Edward Grieg</p>



<p><i>those who choose to continue.</i></p> <p><i>Early Classical and Contemporary Classical.</i></p> <p><i>Focussed Vocabulary, deeper understanding and correct usage.</i></p> <p><i>Pulse</i> <i>Rhythm</i> <i>Pitch</i> <i>Texture</i> <i>Tempo</i> <i>Dynamics</i> <i>Timbre</i> <i>Structure</i> <i>Graphic Notation</i> <i>Time Signatures</i></p>	<p><i>Evaluating</i></p>	<p><i>music</i></p> <p><i>Christmas church service</i></p> <p><i>Vocab focussed activities</i></p>	<p><i>there- listen and appraise</i></p> <p><i>Charanga intro and tinker time</i></p>			
<p><i>Composer study</i></p> <p><i>Cross-curricular links</i></p>	<p><i>Edward Grieg- In The Hall of the Mountain King (Peer Gynt Suite) -theme park project.</i></p> <p><i>Support materials BBC-10 pieces</i></p> <p><i>Cross-curr: RE songs</i></p>					