



Uplands Manor Primary School – Music long term overview

Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS and KS1				
NC requirements	Autumn	Spring	Summer	Terminology
Year 1				
<p>Play and Perform Use voices in different ways such as speaking, singing and chanting. To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Create and Compose To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p> <p>Respond and Review To talk about how music makes you feel or want to move (jump/sleep/shout etc.)</p> <p>Listen and Understand To begin to identify simple repeated patterns and follow basic musical instructions.</p>	<p>Children are introduced to tuned and non-tuned percussion instruments. They explore group singing & body percussion activities.</p> <p>Through watching and listening to BBC Ten Pieces: <i>In the Hall of the Mountain King</i> by Edvard Grieg, children experiment in paired and group work – conducting and playing – exploring starting & stopping, tempo & dynamics.</p> <p>Harvest & Christmas Performances: Children learn and rehearse a range of songs for live and recorded performances.</p>	<p>Children take part in carousel activities – introduce ukuleles, keyboards, free-play area (tuned/untuned percussion, musical toys – giant piano) rotate on weekly basis.</p> <p>Sound experiments – children match sounds and begin to understand instruments different tone/timbre.</p> <p>Children are introduced to their first whole class instrument – Kazoos – personalise – take home at the end of the school year. Children are initially taught how to control their voice to make <i>the kazoo's unique sound</i> ("Make it Buzz")</p>	<p>Group musical games – Pass the Beater, Pass the Rhythm. Children will experiment with Glockenspiels and Djembe in turn-based team games. Copy and repeat simple rhythms and improvise (freestyle).</p> <p>Kazoos – children learn to control voice, which in turn controls the pitch of the instrument. Children play/sing a wide range of songs, traditional and modern, as well as improvise when possible.</p> <p>Summer Music Performance: Children will sing a range of well-known songs as well as performing with their Kazoos.</p>	<p>Loud/soft Fast/Slow Long/short Together Group Beat</p> <p>Instrument names: Ukulele Djembe Glockenspiel Kazoo Drum</p>
Year 2				
	Whole Class Glockenspiels:	Whole Class Keyboards:		Loud/soft

<p>Play and Perform Use voices expressively and creatively. To sing with the sense of shape of the melody. To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Create and Compose Repeat short rhythmic and melodic patterns. To begin to explore and choose and order sounds using the inter-related dimensions of music.</p> <p>Respond and Review To respond to different moods in music and explain thinking about changes in sound. To identify what improvements could be made to own work and make these changes, including altering use of voice and technique with instruments.</p> <p>Listen and Understand To identify and recognise repeated patterns and follow a wider range of musical instructions. To confidently represent sounds using a range of symbols, shapes and marks.</p>	<p>Focus on pitch, tempo, dynamics. Children play in an ensemble and solo context – performing for peers. Children learn technique and begin to play control and awareness of audience.</p> <p>Harvest & Christmas Performances: Children learn and rehearse a range of songs for live and recorded performances.</p>	<p>Focus on pitch, tempo, dynamics. Children play in an ensemble and solo context – performing for peers. Children begin to learn keyboard/piano techniques e.g. Five finger position and begin to follow basic letter notation to perform well known nursery rhymes. The children begin to understand <i>“Timbre” by exploring the different instrument tones available on their keyboards.</i></p>	<p>Whole class Keyboard/Glockenspiel combined with Loopimal, a KS1 music making app for iPad. The app uses the C Pentatonic Scale (CDEGA) plus melodic and rhythmic patterns. Children are able to play their instruments along with the app. Children are encouraged to create their own repeating patterns and to compose basic melodies with their Keyboard and Glockenspiels.</p> <p>Summer Music Performance: Children will sing a range of well-known songs as well as performing in a class ensemble with either keyboard or glockenspiel.</p>	<p>Fast/Slow Long/short Together Group Tone (Timbre) Pitch Dynamics Tempo Scale Notes</p> <p>Instrument names: Glockenspiel Keyboard Piano Trumpet Organ</p>
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KS2				
NC requirements	Autumn	Spring	Summer	Terminology
<p>Year 3</p> <p>Play and Perform To sing in unison, becoming aware of pitch. To repeat and perform simple rhythmic and musical parts.</p> <p>Create and Compose To begin to create simple rhythmical patterns. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>Respond and Review To explore and comment on the ways that sounds can be used expressively. To comment on the</p>	<p>Whole Class Djembes: Children learn about the history, cultural tradition and theory of African music.</p> <p>Children begin to learn simple rhythmic patterns through repetition exercises and following traditional vocal signals.</p> <p>Musical class games, such as pass the beat, encourage teamwork and focus.</p> <p>Children listen to a range of music from African culture and compare it with music from other cultures.</p>	<p>Whole Class Keyboards: Focus on pitch, tempo, dynamics. Children play in an ensemble and solo context – performing for peers.</p> <p>Children begin to learn keyboard/piano techniques e.g. Five finger position and begin to follow more complex letter notation to perform well known songs.</p> <p>The children further develop their understanding of “<i>Timbre</i>” by exploring the different instrument tones available on their keyboards and choose</p>	<p>Whole Class Djembes: Children learn about the history, cultural tradition and theory of African music.</p> <p>Children begin to learn more complex rhythmic patterns through more challenging repetition exercises and following traditional vocal signals.</p> <p>Musical class games, such as pass the beat, encourage teamwork <i>and focus. Other games “Let’s all play our...DRUM!” help children to understand timing and pulse.</i></p>	<p>Loud/soft Fast/Slow Long/short Together Group Tone (<i>Timbre</i>) Pitch Dynamics Piano Forte Tempo Scale Notes Beats per Minute (BPM) Rhythm Duration</p>

<p>effectiveness of own work, identifying and making improvements to technique.</p> <p>Listen and Understand</p> <p>To listen with attention and begin to recall sounds and patterns.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch.</p>	<p>Harvest & Christmas Performances: Children learn and rehearse a range of songs for live and recorded performances.</p>	<p>which sounds suit the song/mood.</p> <p>The children also begin to discover rhythm patterns on their keyboard to create a background for their melody. Letter notation is added to the staff to further understand musical notation.</p>	<p>Children are introduced to basic staff notation via High/Low notes on staff and understand how drum technique can affect the pitch of their instrument.</p> <p>Summer Music Performance: Children will sing a range of well-known songs as well as performing in a class ensemble using the djembes e.g. Conga, Vocal Signals, creating the sound of a rainstorm with their drum.</p>	
Year 4				
<p>Play and Perform</p> <p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes and chords, beginning to show musical expression by changing dynamics.</p> <p>Create and Compose</p> <p>To create rhythmical and simple melodic patterns using an increased number of notes.</p>	<p>Whole class ukuleles: Children learn correct techniques and play in ensemble and solo contexts.</p> <p>Knowledge and understanding of a steady beat (pulse) and simple rhythms will increase.</p> <p>Children will develop their skills in listening appreciating music and playing as part of an ensemble.</p> <p>First steps: to be able to strum in time with a steady beat. To</p>	<p>BBC Ten Pieces project:</p> <p>Children are introduced to classical pieces over centuries to modern day in an exciting format.</p> <p>Composition projects using tuned/untuned percussion, keyboards, ukuleles.</p> <p>Great composers and modern musical ideas combine to develop a deeper understanding of musical traditions.</p>	<p>Whole class ukuleles: Children learn correct techniques and play in ensemble and solo contexts.</p> <p>Knowledge and understanding of a steady beat (pulse) and simple rhythms will further increase.</p> <p>Children will develop their skills in listening appreciating music and playing as part of an ensemble.</p> <p>Next steps: To pluck and strum with more complex patterns.</p>	<p>Chord Strings Notes Fret Sound hole Tuning pegs Pluck (Pizzicato) Strum Soft (Piano) Loud (Forte) Orchestra Melody</p>

<p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>Respond and Review To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of own technique, identifying and making improvements based on the intended outcome.</p> <p>Listen and Understand To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively.</p>	<p>be able to pluck individual strings in time with a steady beat. Next steps: to alternate plucking and strumming in time with a song. Learning first chord (C).</p> <p>Harvest & Christmas Performances: Children learn and rehearse a range of songs for live and recorded performances.</p>		<p>Children learn more challenging chord (F) and further develop technique. Children learn how chord changes affect the pitch within the music.</p> <p>Summer Music Performance: Children will sing a range of well-known songs as well as performing in a class ensemble using the ukuleles, showcasing what they have learned this year.</p>	
<p>Year 5</p> <p>Play and Perform To sing in unison with clear diction, controlled pitch and sense of phrase.</p>	<p>Starting Garageband - Accessible, SEND friendly, powerful music making tool.</p> <p>Children learn control, accuracy, fluency and expression through</p>	<p>Whole class ukuleles: Children learn correct techniques and play in ensemble and solo contexts.</p>	<p>Continuing Garageband - Accessible, SEND friendly, powerful music making tool.</p> <p>Children further develop their understanding of multitrack</p>	<p>Tempo (BPM) Chord Harmony Synthesizer Melody Metronome</p>

<p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>Create and Compose To create increasingly complicated rhythmic and melodic parts within given structures. To compose high-quality, meaningful music in styles that are present in their daily lives.</p> <p>Respond and Review To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p> <p>Listen and Understand To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings.</p>	<p>use of a wide range of digital instruments.</p> <p>Children begin to learn how to multitrack record, developing understanding of how texture (layers of sound) affects the music.</p> <p>Harvest & Christmas Performances: Children learn and rehearse a range of songs for live and recorded performances.</p>	<p>Children further develop skills in control and accuracy and more complex chord changes.</p> <p>Children compose own versions of Frere Jacques – rewrite to chosen theme. Perform and record via green-screen - developing both improvisation and composition skills</p> <p>Whole Class Keyboards: Focus on pitch, tempo, dynamics. Children play in an ensemble and solo context – performing for peers.</p> <p>Children further develop skills in control and accuracy playing more complex songs.</p>	<p>recording, using the split track function to further understand how texture (layers of sound) affects the music.</p> <p><i>Using the “Live Loops” feature,</i> pupils are able to record arrangements in real-time and emulate the compositional process used by many professional producers.</p> <p>Summer Music Performance: Children will sing a range of well-known songs as well as performing in a class ensemble using either ukuleles or keyboards.</p>	<p>Scale Genre Texture (Thick/Thin) Rhythm Tone/Timbre</p>
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<p>Year 6</p> <p>Play and Perform To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. To play and perform with accuracy, fluency, control and expression. To consider the audience when performing.</p> <p>Create and Compose To create and improvise melodic and rhythmic phrases as part of a group and compose by developing ideas within a range of given musical structures. To compose high-quality, meaningful music to a directed brief – considering its musical effect.</p> <p>Respond and Review To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</p>	<p>Garageband/EDJing apps:</p> <p>Pupils are to create a piece of music that combines Classical/Modern genres – use <i>“Olafur Arnalds – Til Enda”</i> as model. Revisit BBC Ten Pieces II – Concierto for Orchestra & Turntable. Pupils use EDJing app to create <i>remixes of each other’s tracks</i> – giving the opportunity for peer appraisal and editing.</p> <p>Movie Music Project: Pupils will create a Leitmotif (theme) for an existing Movie/TV character. Considering how the composition relates to <i>the character’s personality, appearance, movement or emotions.</i></p>	<p>Learning Music with Ableton:</p> <p>Children revisit the inter-related dimensions of music through chapters that study: Rhythms, Notes & Scales, Chords, Basslines and Melodies.</p> <p>These musical elements are studied through listening and appreciation of a wide range of songs/pieces from various musical genres.</p>	<p><i>Holst’s The Planets Suite project:</i></p> <p>Pupils create a piece of music in Garageband to represent one of <i>7 Holst’s Planets. May be</i> modern or classical, or a combination of both genres.</p> <p>Composing music to a directed brief, pupils must identify musical elements that represent war, peace, jollity, mysticism and other features.</p> <p>Additional ICT skills used - Children will also create a music video with iMovie to accompany the piece using pictures, video and green screen/stop motion.</p>	<p>Leitmotif Tonic (first note of a scale) Genres Sound Effects (FX) Concierto Turntablism Composition Orchestral Texture Editing Arpeggio Bassline Time signature Notes Scales Minor Major</p>
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<p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> <p>Listen and Understand To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings and moods.</p>				
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- Inter-related dimensions of music:
- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and vice versa.
- **RHYTHM:** the pattern of long and short sounds in a piece of music
- **DYNAMICS:** Loud and soft (Forte and Piano)
- **TEMPO:** Fast and slow
- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.

