

# MUSIC



MIDDLE SCHOOL  
IS NEXT...



## Autumn 1st: Environment & Building

Exploring songs and poems about places. Exploring and creating **rhythms**. Singing and **composing** music to build into a performance.

**Summer 1st: Communication & Time**  
Learning about and creating own **theme music**. Studying music featuring bells and clocks to understand **rhythm** and **syncopation**.



**Spring 1st: Building & Around The World**  
Exploring how music can be structured to provide different **textures**. Using **layers** & **rondo** structure to combine **ostinato**. Exploring **pentatonic melodies** and **syncopated rhythms**.

**Autumn 1st: Poetry & Environment**  
Developing performances of continuing poems. Using their voices to speak **expressively** & **rhythmically**. Creating **ostinatos**.

**Summer 2nd In The Past**  
Using a variety of **notations** to build performances from different periods and styles.

**Spring 2nd: Ancient Worlds**  
Exploring 20th century **minimalist music** inspired by the age of Akhenaten.

**Autumn 2nd: Sounds & Recycling**  
Exploring further how sounds are produced and classified. Using voices to make **beatbox** sounds, sing **4-part songs** and **rounds**. Making own instruments with junk modelling materials.

YEAR  
4

## Spring 1st: China & Time

Exploring **pentatonic scale** and ways of **notating pitch**. Developing understanding of **beat**, **metre** and **rhythm**. Combining **melodic** and **rhythmic patterns** & using **staff notation** in a performance.

**Summer 1st: Human Body & Singing French**  
Using percussion instruments to **improvise**, create **word rhythms** and build a final skeleton dance. Enhancing language learning through songs.

**Autumn 2nd: Sounds & Poetry**  
*How are sounds produced & classified?*  
Exploring **timbre** and **structure**. Using voices, body percussion, instruments & movement to create performances.



**Spring 2nd: In The Past & Communication**  
Learning origins of **pitch notations** and composing **three-note melodies**. Learning to make music inspired by technology & computing.

**Summer 2nd: Ancient Worlds & Food and Drink**  
Exploring ancient Greece with music by Orpheus, Echo and Theseus. Performing a **song cycle** and a **round**, and composing their own **ostinato**. Composing **word rhythms**, singing a **round** and creating musical recipes.



YEAR  
3

**Summer 1st: Weather & Pattern**  
Creating descriptive sounds and word rhythms with raps. Using simple **notations** to play, create and combine **rhythms** using instruments.

**Spring 1st: Animals & Number**  
Develop understanding of changing **pitch** and interpret **pitch line notation** using voices and tuned instruments. Exploring **beat** and **rhythms**.

**Autumn 1st: Ourselves & Toys**  
Using voices to describe feelings/moods. Creating & **notating** vocal sounds. Moving and playing to a steady beat. Learning to control **tempo**.

**Summer 2nd Water & Travel**  
Singing and playing a variety of **pitch shapes**. Creating class compositions. Learning a Tanzanian game song and accompanying a travelling song using voices and instruments. Listening to an orchestral piece and **improvising** their own descriptive music.

**Spring 2nd: Storytime & Seasons**  
Studying famous pieces to stimulate **composition**. Interpreting a storyboard with sound effects. Becoming familiar with **pitch shapes** & performing them in a variety of **arrangements**.

**Autumn 2nd: Our Land & Our Bodies**  
Exploring **timbre** and **texture**. Developing a sense of steady **beat**, responding to music and playing **rhythm patterns** on instruments.

YEAR  
2

**Autumn 1st: Ourselves & Number**  
Using voices expressively, singing while performing actions, developing sense of steady **beat** through movement, body percussion & instruments.



**Spring 1st: Machines & Seasons**  
Combining steady beat with **word rhythms** and exploring changes in **tempo**. Developing understanding of **pitch movements**.

**Summer 1st: Storytime & Our Bodies**  
Identifying contrasts of fast and slow, loud and quiet, leading to a performance. Responding with their bodies to steady **beat** and **rhythm**.



**Autumn 2nd: Animals & Weather**  
Developing understanding of **pitch** and identifying contrasting high and low pitches. Using **voices**, movement and instruments to explore how music can describe the weather.

**Spring 2nd: Our School & Pattern**  
Exploring sounds in the school environment. Investigating ways to produce and record sounds, using IT. Developing understanding of **metre** (groups of steady beat) through counting, body percussion and reading **scores**.

**Summer 2nd: Travel & Water**  
Developing performance skills & learning songs from around the world. Using voices, movement and instruments to explore changes of **pitch**. Developing a performance with different vocal **pitch shapes** and tuned **percussion**.

YEAR  
1

Building up a repertoire of songs and dances and exploring the different sounds of instruments.



Singing songs, making music and dance, and experimenting with ways of changing them.

Joining in with dancing and ring games, singing familiar songs, beginning to move **rhythmically**, imitating movement in response to music, tapping out simple repeated **rhythms** and exploring and learning how sounds can be changed.

YEAR  
R

