St Paul’s CE Primary Term-by-term Subject Overview for: MUSIC

(Skills and Vocabulary)

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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Year 1  STYLE  THEME | **Hey You**  Old School Hip-Hop  How pulse, rhythm and pitch work together. | **Rhythm In The Way We Walk and The Banana Rap**  Reggae  Pulse, rhythm and pitch, rapping, dancing and singing | **In the Groove**  Blues, Baroque, Latin, Bhangra, Folk, Funk  How to be in the groove with different styles of music. | **Round and Round**  Bossa Nova  Pulse, rhythm and pitch in different styles of music. | **Your Imagination**  Pop  Using your imagination | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music. |

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| **Key Skills** | **Vocabulary** |
| **LISTEN**  Year 1 pupils should:  **Listen & describe:**  Listen to, and concentrate on, a range of musical styles.  **Identify themes:** Make simple comments about the ‘feel’ of a piece of music.  **Appreciation:** Express opinions about musical experiences.  **Compare:** Make musical comparisons (between simple pieces with few instruments).  **Ask questions:** Ask and answer simple questions about what they have heard.  **PERFORM**  Year 1 pupils should:  Sing Clap, sing or chant in time with existing music.  Aural memory Reproduce simple rhythms.  Play - untuned Clap or play an untuned instrument in time; reproduce rhythms from memory.  Play - tuned Make some notes with control  **COMPOSE**  Year 1 pupils should:  **Create:** Create rhythms, both solo and ensemble.  **Use technology:** Record and play music.  **Critique:** With some support, discuss the effect. | **Year 1 vocabulary In general:** Use common words and phrases relating to music.  **Vocabulary for structure**: verse chorus bridge (structural, not guitar) single album cover demo  **Vocabulary for notes and notation**: beat tune rhythm (spoken) loud soft quiet notes  **For music history** long ago then when last next before after first/second (etc) older newer  **Vocabulary for instrumentation**: accompaniment drone instrument triangle |

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| Year 2  STYLE  THEME | **Hands, Feet, Heart**  Afropop, South African  South African music | **Ho, Ho, Ho**  A song with rapping and improvising for Christmas  Festivals and Christmas | **I Wanna Play in a Band**  Rock  Playing together in a band | **Zootime**  Reggae  Reggae and animals | **Pop**  Pop  A song about being friends | **Classical**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music |

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| **Key Skills** | **Vocabulary** |
| **LISTEN**  **Year 2 pupils should:**  **Listen & describe:** Start to compare styles, instrumentation and volume.  **Identify themes:** Make comments about the ‘feel’ of a piece of music. Appreciation: Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views.  Compare: Make musical comparisons between more complex pieces.  **Ask questions:** Show curiosity by voluntarily asking questions about what they have heard.  **PERFORM**  **Year 2 pupils should:**  **Create:** Create, blend or use existing sounds or a tuned instrument to create melody and harmony.  **Use technology:** With help, do a simple search (eg on KidsTube) or for musical information.  **Critique:** Discuss the effect of their composition.  **COMPOSE**  **Year 2 pupils should:**  **Sing:** Sing in a group, mostly in time.  **Aural memory:** Reproduce simple motifs and melodies (singing).  **Play – untuned:** Perform in an ensemble, mostly in time.  **Play – tuned:** Play in key with others. | **Year 2 vocabulary In general:** Use a wide range of everyday musical terms.  **Vocabulary for structure:** compose symphony opera fanfare orchestra ensemble solo call and response walking bass lip syncing hook  **Vocabulary for notes and notation:** rhythm (spelled) melody harmony unison scale pitch double-time crotchet quaver minim rest  **For music history** : years (dating system) then century period earlier / later since long after / long before at the same time as modern pop retro  **Vocabulary for instrumentation:** orchestra ensemble choir chorus (ensemble sense) band (lead/backing) vocal (lead) guitar keyboard synth drum kit |

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| Year 3  STYLE  THEME | **Let Your Spirit Fly**  RnB  RnB and other styles | **Glockenspiel Stage 1**  Exploring & developing playing skills | **Three Little Birds**  Reggae  Reggae and animals | **The Dragon Song**  A Pop song that tells a story  Music from around the world, celebrating our differences and being kind to one another | **Bringing Us Together**  Disco  Disco, friendship, hope and unity | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music |

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| **Key Skills** | **Vocabulary** |
| **LISTEN**  **Year 3 pupils should:**  **Listen & describe:** Listen for and describe specific instrumentation of a piece.  **Identify themes:** Start to identify musical themes, and how they might be represented by the ‘feel’ of the piece.  **Appreciation:** Start to describe the musical aspects (eg instrument or genre) that they like or dislike.  **Compare:** Start to link music to its historical and geographical context. Ask questions: Start to frame questions and answers in musically valid ways.  **PERFORM**  **Sing:** Sing as a solo or in a group, in tune where possible  **Aural memory**: Reproduce simple motifs on tuned instruments, and longer phrases in singing.  **Play – untuned:** Play with increasing control in an ensemble, eg in time and with some dynamic range.  **Play – tuned:** Perform solo and in an ensemble, perhaps with some errors of time or pitch.  **COMPOSE**  **Year 3 pupils should:**  **Create:** Improvise music around a given genre or theme.  **Use technology:** Use simple software to experiment with editing sounds (eg automated software.  **Critique:** Politely discuss the effect of their peers’ compositions. | **In general:** Use some specialist vocabulary in musical discussions.  Vocabulary for structure: cadence coda motif concerto sonata mass fast/slow movement jam improvise a cappella  **Vocabulary for notes and notation:** dynamics accent octave tone/semitone sharp/flat (for note names) major/minor key chord slur semiquaver semibreve notation stave/staff clef  **Vocabulary for music history:** during while recently chronological approximate change fashion origin process series genre culture jazz rock and roll classical  **Vocabulary for instrumentation:** (bass) riff backbeat A Side feedback slapping bass pitch bending amplifier orchestral sections strings woodwind wind brass percussion timpani conductor soloist |

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| Year 4  STYLE  THEME | **Mamma Mia**  Pop  ABBA’s music | **Glockenspiel 2**  Mixed styles  Exploring and developing playing skills using the glockenspiel | **Stop!**  Grime  Writing lyrics linked to a theme | **Lean On Me**  Gospel  Soul/Gospel music and helping one another | **Blackbird**  The Beatles/Pop  The Beatles, equality and civil rights | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music |

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| **Key Skills** | **Vocabulary** |
| **LISTEN**  **Year 4 pupils should:**  **Listen & describe:** Listen for and describe instrumentation with an understanding of effect.  **Identify themes:** Identify themes within and between pieces of music; start to describe musical structure.  **Appreciation:** Describe what it is that they (dis)like, and verbalise the opinions of others.  **Compare:** Link musical themes and conventions to their historical and geographical context, and also its cultural source, and suggest reasons for that.  **Ask questions:** Ask and answer musically valid questions.  **PERFORM**  Year 4 pupils should:  Sing: Sing with increasingly accurate tuning where possible  Aural memory: Start to reproduce phrases and melodies by ear (on tuned instruments).  Play – untuned: Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.  Play – tuned: Perform solo and in an ensemble with few errors of time or pitch.  **COMPOSE**  **Year 4 pupils should:**  **Create:** Improvise music around a chosen genre or theme, and for an audience.  **Use technology:** With help, use audio editing software to mix tracks and create a composition.  **Critique:** Start to suggest changes and improvements to their peers’ compositions. | **In general:** Use specialist music vocabulary, often appropriately.  **Vocabulary for structure:** tempo suite largo allegro vivace scherzo (as movement titles) cadenza cantata oratorio chorale tone poem  **Vocabulary for notes and notation:** piano forte (de)crescendo, diminuendo bar tab notation capo (for guitar) stop time tag  **Vocabulary for music history:** uncertain former latter phase decline trend continuity school influence patron  **Vocabulary for instrumentation:** tone tonic timbre texture instrumentation vibrato alto soprano baritone falsetto piano harpsichord organ guitar (electric, classical, acoustic) |

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| Year 5  STYLE  THEME | **Livin’ On a Prayer**  Rock  Rock Anthems | **Classroom Jazz 1**  Bossa Nova and Swing  Jazz and Improvisation | **Make You Feel My Love**  Pop Ballads  Pop Ballads | **The Fresh Prince of Bel-Air**  Old-School Hip-Hop  Old School Hip-Hop | **Dancing in the Street**  Motown  Motown | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music |

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| **Key Skills** | **Vocabulary** |
| **LISTEN**  **Year 5 pupils should:**  **Listen & describe:** Recall the use of sounds from a range of pieces and compare their effect in those pieces.  **Identify themes:** Make inferences from pieces of music.  **Appreciation:** Start to respond sensitively to other people’s musical tastes.  **Compare:** Start to suggest reasons for different musical styles in different times, places and cultures.  **Ask questions:** Ask and answer musically valid questions.  **PERFORM**  **Year 5 pupils should:**  **Sing**  **Aural memory**: Reproduce phrases and melodies by ear, with increasing accuracy and confidence.  **Play - untuned**  **Play – tuned:** Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the ‘feel’ of the music.  **COMPOSE**  **Year 5 pupils should:**  **Create:** Compose and prepare a group to perform to a given audience.  **Use technology:** Start using audio editing software independently, perhaps to complement video.  **Critique:** Make suggestions for improvements to their peers’ compositions. | **In general:** Use specialist music vocabulary appropriately.  **Vocabulary for structure:** dissonance discordant resolution minuet and trio gavotte (as movement titles)  **Vocabulary for notes and notation:** staccato legato slur pianissimo fortissimo mezzo forte/piano sharp/flat (for tuning)  **Vocabulary for music history:** contemporary prior subsequent enduring legacy dominate context atonal  **Vocabulary for instrumentation:** standard orchestral instruments ... violin viola cello double bass harp oboe flute clarinet saxophone bassoon (French) horn trumpet trombone tuba kettle drum cymbal glockenspiel xylophone |

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| Year 6  STYLE  THEME | **Happy**  Pop/Neo Soul  Being happy! | **Classroom Jazz 2**  Bacharach and Blues  Jazz, improvisation and composition | **A New Year Carol**  Classical or Urban Gospel  Benjamin Britten’s music and cover versions | **You’ve Got A Friend**  70s Ballad/Pop  The music of Carole King | **Music and Me**  Create your own music inspired by your identity and women in the music industry | **Reflect, Rewind & Replay**  Classical  The history of music, look back and consolidate your learning, learn some of the language of music |

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| **Key Skills** | **Vocabulary** |
| **LISTEN**  **Year 6 pupils should:**  **Listen & describe:** Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these.  **Identify themes:** Make inferences from pieces of music and justify their views.  **Appreciation:** Explain how their own behaviour might affect the enjoyment of others.  **Compare:** Analyse their and others’ responses to music, extrapolating from them and justifying their ideas with evidence.  **Ask questions:** Regularly ask and answer perceptive questions in musically valid ways.  **PERFORM**  **Year 6 pupils should:**  Sing/ Aural memory /Play - untuned  **Play – tuned:** Perform with fluency, control and expression, and with sensitivity, with very few errors  **COMPOSE**  **Year 6 pupils should:**  **Create:** Compose, using standard music notation, to prepare a solo or ensemble performance.  **Use technology:** Using software to edit music and other audio with increasing sophistication.  **Critique:** Constructively critique their peers’ compositions, and help bring about the improvements. | **In general:** Start to apply musical vocabulary in sophisticated ways, eg crescendo in non-musical context.  **Vocabulary for structure:** glissando syncopation hemiola antiphony anticipation  **Vocabulary for notes and notation:** downbeat upbeat off-beat cross-rhythm swing  **Vocabulary for music history:** simultaneous medieval renaissance baroque classical (specific sense) romantic  **Vocabulary for instrumentation:** bass clarinet contra-bassoon piccolo flute euphonium cornet recorder (descant, treble, tenor, bass, contrabass) viol lute |