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 1STYLETHEME | **Hey You**Old School Hip-HopHow 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, FunkHow 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**PopUsing your imagination | **Reflect, Rewind & Replay**ClassicalThe 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 2STYLETHEME | **Hands, Feet, Heart**Afropop, South AfricanSouth African music | **Ho, Ho, Ho**A song with rapping and improvising for ChristmasFestivals and Christmas | **I Wanna Play in a Band**RockPlaying together in a band | **Zootime**ReggaeReggae and animals | **Pop**PopA song about being friends | **Classical**ClassicalThe 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 3STYLETHEME | **Let Your Spirit Fly**RnBRnB and other styles | **Glockenspiel Stage 1**Exploring & developing playing skills | **Three Little Birds**ReggaeReggae and animals | **The Dragon Song**A Pop song that tells a storyMusic from around the world, celebrating our differences and being kind to one another | **Bringing Us Together**DiscoDisco, friendship, hope and unity | **Reflect, Rewind & Replay**ClassicalThe 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 4STYLETHEME | **Mamma Mia**PopABBA’s music | **Glockenspiel 2**Mixed stylesExploring and developing playing skills using the glockenspiel | **Stop!**GrimeWriting lyrics linked to a theme | **Lean On Me**GospelSoul/Gospel music and helping one another | **Blackbird**The Beatles/PopThe Beatles, equality and civil rights | **Reflect, Rewind & Replay**ClassicalThe 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 5STYLETHEME | **Livin’ On a Prayer**RockRock Anthems | **Classroom Jazz 1**Bossa Nova and SwingJazz and Improvisation | **Make You Feel My Love**Pop BalladsPop Ballads | **The Fresh Prince of Bel-Air**Old-School Hip-HopOld School Hip-Hop | **Dancing in the Street**MotownMotown | **Reflect, Rewind & Replay**ClassicalThe 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 6STYLETHEME | **Happy** Pop/Neo SoulBeing happy! | **Classroom Jazz 2**Bacharach and BluesJazz, improvisation and composition | **A New Year Carol**Classical or Urban GospelBenjamin Britten’s music and cover versions | **You’ve Got A Friend**70s Ballad/PopThe music of Carole King | **Music and Me**Create your own music inspired by your identity and women in the music industry | **Reflect, Rewind & Replay**ClassicalThe 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 |