

# Music Long Term Overview 2014

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year R</b>	Exploring Sounds	Exploring Sounds	Exploring Sounds
<b>Year 1</b>	Unit 2. Sounds Interesting – Exploring Sounds	Unit 3. The long and the short of it - Exploring duration	Unit 4. Feel the pulse - Exploring pulse and rhythm
<b>Year 2</b>	Unit 5. Taking off - Exploring pitch Unit 6. What's the score? - Exploring instruments and symbols	NO TOPIC SATs	Unit 6. What's the score? - Exploring instruments and symbols Unit 7. Rain, rain, go away - Exploring timbre, tempo and dynamics
<b>Year 3</b>	Unit 9. Animal magic - Exploring descriptive sounds Unit 10. Play it again - Exploring rhythmic patterns	Unit 12. Dragon scales - Exploring pentatonic scales Unit 11. The class orchestra - Exploring arrangements	Unit 13. Painting with sound - Exploring sound colours Unit 14. Salt, pepper, vinegar, mustard - Exploring singing games
<b>Year 4</b>	Unit 10. Play it again - Exploring rhythmic patterns Unit 11. The class orchestra - Exploring arrangements	Unit 12. Dragon scales - Exploring pentatonic scales Unit 13. Painting with sound - Exploring sound colours	Unit 9. Animal magic - Exploring descriptive sounds Unit 14. Salt, pepper, vinegar, mustard - Exploring singing games
<b>Year 5</b>	Unit 16. Cyclic patterns - Exploring rhythm and pulse Unit 17. Roundabout - Exploring rounds	Unit 18. Journey into space - Exploring sound sources Unit 19. Songwriter - Exploring lyrics and melody	Unit 20. Stars hide your fires - Performing together Unit 21. Who knows? - Exploring musical processes
<b>Year 6</b>	Unit 16. Cyclic patterns - Exploring rhythm and pulse Unit 17. Roundabout - Exploring rounds	NO TOPIC SATs	Unit 20. Stars hide your fires - Performing together Unit 21. Who knows? - Exploring musical processes

- Use Music Express to support planning and delivery as well as a cross curricular approach to music.
- Music is suitable for block teaching or weekly sessions depending on your planning needs
- Cross curricular music L/O's must be recorded in your creative arts folder and photo evidence kept.

# Music programmes of study: key stages 1 and 2

## Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality 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.

**Attainment targets** By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content

**Key stage 1** Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Key stage 2** Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.