

South Brent Primary School - Subject Overview

MUSIC

At South Brent Primary School we aim for each pupils to have - Essential Music Characteristics:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

MUSIC

Cycle	A			B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS (Expressive Arts and Design)	Develop storylines in their pretend play Keep a steady beat	Create, sing, make music and dance. Develop storylines in their pretend play Colour mixing	Create collaboratively e.g. bridges, and refine ideas Move to and talk about music	Create solar system and rockets How to solve problems when creating. Music with a pulse Music and feelings	Dance performances Music from other cultures Learn new and create their own dances Colour mixing	Refine ideas Create collaboratively
Unit 1&2	Year 1 Introducing Beat Adding Rhythm & Pitch Year 2 Exploring Simple Patterns Focus on Dynamics & Tempo	Year 1 Introducing Tempo & Dynamics Combining Pulse, Rhythm & Pitch Year 2 Exploring Feelings Through Music Inventing a Musical Story Key Stage 1 Performance	Year 1 Having Fun with Improvisation Explore Sound and Create a Story Year 2 Music that Makes You Dance Exploring Improvisation	Year 1 Introducing Beat Adding Rhythm & Pitch Year 2 Exploring Simple Patterns Focus on Dynamics & Tempo	Year 1 Introducing Tempo & Dynamics Combining Pulse, Rhythm & Pitch Year 2 Exploring Feelings Through Music Inventing a Musical Story Key Stage 1 Performance	Year 1 Having Fun with Improvisation Explore Sound and Create a Story Year 2 Music that Makes You Dance Exploring Improvisation

Unit 3&4	Sound mood performing and composing	Samba- Brazil Sérgio Mendes/ Carlinhos Brown Fanfarra (Cabua-Le-Le)	Victorian Composers	Modern and classical Water Music-Handel Debussy	Using the voice Pitch singing singing games	Class orchestra - composing and performing
Unit5&6	-rhythm -ostinati	-structure -texture	Yr 6 - leavers show singing skills exploring lyrics & melody	Musical Macbeth – Shakespeare 4 Kidz performance	Festival - performing together	Yr 6 - leavers show singing skills exploring lyrics & melody

Milestone 1 - (Years 1&2)	Milestone 2 - (Years 3&4)	Milestone 3 - (Years 5&6)
Perform - This concept involves understanding that music is created to be performed.		
<ul style="list-style-type: none">• Take part in singing, accurately following the melody.• Follow instructions on how and when to sing or play an instrument.• Make and control long and short sounds, using voice and instruments.• Imitate changes in pitch.	<ul style="list-style-type: none">• Sing from memory with accurate pitch.• Sing in tune.• Maintain a simple part within a group.• Pronounce words within a song clearly.• Show control of voice.• Play notes on an instrument with care so that they are clear.• Perform with control and awareness of others.	<ul style="list-style-type: none">• Sing or play from memory with confidence.• Perform solos or as part of an ensemble.• Sing or play expressively and in tune.• Hold a part within a round.• Sing a harmony part confidently and accurately.• Sustain a drone or a melodic ostinato to accompany singing.• Perform with controlled breathing (voice) and skillful playing (instrument).
Compose - This concept involves appreciating that music is created through a process which has a number of techniques.		
<ul style="list-style-type: none">• Create a sequence of long and short sounds.• Clap rhythms.• Create a mixture of different sounds (long and short, loud and quiet, high and low).• Choose sounds to create an effect.• Sequence sounds to create an overall effect.• Create short, musical patterns.• Create short, rhythmic phrases	<ul style="list-style-type: none">• Compose and perform melodic songs.• Use sound to create abstract effects.• Create repeated patterns with a range of instruments.• Create accompaniments for tunes.• Use drones as accompaniments.• Choose, order, combine and control sounds to create an effect.• Use digital technologies to compose pieces of music.	<ul style="list-style-type: none">• Create songs with verses and a chorus.• Create rhythmic patterns with an awareness of timbre and duration.• Combine a variety of musical devices, including melody, rhythm and chords.• Thoughtfully select elements for a piece in order to gain a defined effect.• Use drones and melodic ostinati (based on the pentatonic scale).• Convey the relationship between the lyrics and the melody.• Use digital technologies to compose, edit and refine pieces of music.

Transcribe - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

- Use symbols to represent a composition and use them to help with a performance.

- Devise non-standard symbols to indicate when to play and rest.
- Recognise the notes EGBDF and FACE on the musical stave.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and b (flat) symbols.
- Use and understand simple time signatures.

Describe music - This concept involves appreciating the features and effectiveness of musical elements.

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
 - Pitch
 - Dynamics
 - tempo
 - timbre
 - texture
 - lyrics and melody
 - sense of occasion
 - expressive
 - solo
 - rounds
 - harmonies
 - accompaniments
 - drones
 - cyclic patterns
 - combination of musical elements
 - cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.