

BUDE PARK PRIMARY – MUSIC OVERVIEW

<b>Subject:</b>	<b>Year:</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	
<b>Music</b>	<b>FS2</b>	<b>Exploring Sound</b>	<b>Music and Movement</b>	<b>Transport</b>	<b>Big Band</b>	
		<b>Curricular Goals</b>				
		How can I experiment with tempo and dynamic when playing instruments? Can I identify and differentiate between sounds in the environment?	Can I devise simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music?	Can I use my voice, body and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Can I follow a beat using an untuned instrument and perform a practiced song to a small audience?	
	<b>Yr 1</b>	<b>Keeping the Pulse: My Favourite Things</b>	<b>Sound Patterns: Fairy Tales</b>	<b>Pitch and Tempo: Superheroes</b>	<b>Musical Symbols: Under the Sea</b>	
		<b>Curricular Goals</b>				
		Do I know that notation is read from left to right? Can I produce pictorial representations of rhythm to show sounds and rests?	Can I: chant in time with others? Make changes to the dynamics (volume) of their voice to represent a character? Respond to hand signals when playing an instrument? Choose a suitable sound to represent a point in the story? Read simple rhythmic patterns comprising one beat sounds and one beat rests? Clap or play a rhythmic pattern along with spoken words? Play given sound patterns in time with the pulse? And follow instructions during a performance?	Can I: Identify and perform high and low notes? Create and perform a two-note and three-note pattern? Identify and perform changes in tempo? Contribute musical ideas and cooperate within a group? Prepare and perform a musical piece, demonstrating a musical understanding of tempo and pitch? And follow instructions during a performance?	Can I: Move to reflect a character? Create sounds to reflect a character? Move at a speed that reflects the tempo of the audio? Respond to dynamic changes without prompting? Demonstrate a sound pattern correctly to a pulse? Sing and play high and low sounds? Read symbols representing high and low sounds correctly? And demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these?	
	<b>Yr 2</b>	<b>Call and Response: Animals</b>	<b>Instruments: Musical Storytelling</b>	<b>Structure: Myths and Legends</b>	<b>Pitch: Musical Me</b>	
		<b>Curricular Goals</b>				
		Can I recognise and name the following instruments: up to three instruments from Group A and B? Do I know that dynamics can change the effect a sound has on the audience?	Can I: Identify sections of the music where the tempo changes? Correctly describe sections of music as fast or slow? Point out moments in the music where the dynamics change? Accurately	Am I able to: Recognise, play and write rhythms with one beats and paired half beats? Show a rest beat using a silent movement? Read and follow a structure from left to right?	Can I: Move my eyes from left to right to read pitch patterns? Sing high and low notes including the notes in between? Play a pattern of high and low notes on an instrument? Read notation from left to right? Draw high	

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			describe dynamic changes as soft or loud? Give specific examples of how the music corresponds to actions in the story? Provide clear and specific examples of how music supports the story? Justify tempo and dynamic choices made to represent a character, event or feeling? Suggest appropriate musical dynamics and tempo changes for different scenes of the story? Work as part of a group to rehearse a performance? Perform confidently using appropriate instrumental sounds? And play their part at appropriate tempo and dynamics?	Add rhythms to a structure to create a beginning, middle and end? Work well as part of a group, listening to others and respecting their ideas? Maintain a steady beat? And use a thinking voice to play rhythms on an instrument.	and low sounds using dots at the top and bottom of a page, respectively? Recognise when notes stay the same? And recognise missing notes on a staff?
	Yr 3	<b>Ballads</b>	<b>Developing Singing Technique: The Vikings</b>	<b>Pentatonic Melodies and Composition: Chinese New Year</b>	<b>Traditional Instruments and Improvisation: India</b>
		<b>Curricular Goals</b>			
		Can I say that a ballad tells a story through song? Do I know that lyrics are the words of a song? Can I say that in a ballad, a 'stanza' is a verse?	Am I able to: Move and sing as a team, following the lyrics on the screen? Recognise minims, crotchets and quavers often by ear and reliably by sight? Perform rhythms accurately from notation and layer them to create a composition? Add appropriate sound effects to their performances using untuned percussion? Join in with the performances confidently, and reasonably in time and tune? Make suggestions for improving my performance?	Can I: Match my movements to the music, explaining why I have chosen these movements? Accurately notate and play a pentatonic melody? Play my part in a composition confidently? Work as a group to perform a piece of music?	Can I: Verbalise feelings about music and identify likes and dislikes? Read musical notation and play the correct notes of the rag? Improvise along to a drone and tal? Play a rag and a tal accurately alongside a drone? Sing accurately from musical notation and lyrics? Sing and play in time with others with some degree of accuracy and awareness of each other's parts?
	Yr 4	<b>Body and Tuned Percussion: Rainforests</b>	<b>Changes in Pitch, Tempo and Dynamics: Rivers</b>	<b>Samba Carnival Sounds and Instruments</b>	<b>Adapting and Transposing Motifs: Romans</b>

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		Can I decide the structure of music when composing, recognising this can help us create interesting music with contrasting sections? Do I know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'? Do I know that a 'loop' in music is a repeated melody or rhythm? Do I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music?	Can I: Sing in tune and in harmony with others, with developing breath control? Explain how a piece of music makes them feel with some use of musical terminology? Perform a vocal ostinato in time. Listen to other members of their group as they perform? Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.	Am I able to: Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil? Clap on the off-beat (the 'and' of each beat) and be able to play a syncopated rhythm? Play my rhythm in time with the rest of my group (even if I am not always successfully playing in time with the rest of the class)? Play my break in time with the rest of my group and play in the correct place in the piece? Play in time and with confidence; accurately playing their break?	Can I: Learn a new song, singing in time and in tune while following the lyrics? Identify motifs aurally and play a repeated pattern on a tuned instrument? Create and performing a motif, notating it with reasonable accuracy? Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.
	<b>Yr 5</b>	<b>Compositional Notation: Ancient Egypt</b>	<b>Blues</b>	<b>Complicated Rhythms: South and West Africa</b>	<b>Music and Mood – Composition to represent the festival of colour: Holi Festival</b>
		<b>Curricular Goals</b>			
		Do I know that simple pictures can be used to represent the structure (organisation) of music? Can I show an understanding that a slow tempo and a minor key (pitch) can be used to make music sound sad? Do I understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note?	Can I: Name three key features of blues music? Sing in tune, using vocal expression to convey meaning? Explain what a chord is and play the chord of C sixteen times? Play the 12-bar blues correctly? Play the notes of the blues scale in the correct order, ascending and descending? Play a selection of blues scale notes out of order in their own improvisation?	Can I: Sing using the correct pronunciation and with increasing confidence? Play a chord with two notes, remaining in time? Maintain my part in a performance with accuracy? Play the more complicated rhythms in time and with rests? Create an eight-beat break and play this in the correct place?	Can I: Suggest a colour to match a piece of music? Create a graphic score and describe how this matches the general structure of a piece of music? Create a vocal composition in response to a picture and justify their choices using musical terms? Create a vocal composition in response to a colour? Record their compositions in written form? Work as a group to perform a piece of music?
	<b>Yr 6</b>	<b>Dynamics, Pitch and Tempo: Fingal's Cave</b>	<b>Themes and Variations: Pop Art</b>	<b>Baroque</b>	<b>Composing and Performing a Leaver's Song</b>
		<b>Curricular Goals</b>			
		Do I know that the conductor beats time to help the performers work well	Am I able to: Perform rhythms confidently either on my own or in a	Can I: Define some key features of Baroque music, including recitative,	Can I: Identify and evaluate the musical features of a song?

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		<p>together? Can I demonstrate an understanding of what improvisation means? Do I understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change? Do I know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright?</p>	<p>group? Identify the sounds of different instruments and discuss what they sound like? Make reasonable suggestions for which instruments can be matched to which art pieces? Recall the names of several instruments according to their orchestra sections? Keep the pulse using body percussion? Sing with control and confidence? Name rhythms correctly? Copy rhythms accurately with a good sense of pulse? Draw rhythms accurately? Show a difference between musical variations? Show creativity in a finished musical product?</p>	<p>canon, ground bass and fugue? Take part in a vocal improvisation task based on Baroque recitative? Play several parts of a canon using staff notation, with or without letter names? Compose a ground bass melodic ostinato? Notate a ground bass pattern using staff notation? Name some well-known Baroque composers and describe what musical features they were known for? Learn a fugue part by reading staff notation, with or without note names? Perform a fugue.</p>	<p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme? Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme? Fit an existing melody over a four-chord backing track? Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments? Record melodies using letter notation? Perform the leavers' song with confidence?</p>
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