

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Year A Class 3</b></p> <p>(Years 4 / 5 / 6)</p>	<p><b>TOPIC:</b> Pitch / pentatonic melodies /Harvest</p> <p>From Music Express <b>YEAR 4</b> scheme (<b>AROUND THE WORLD</b>) the children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world. Children work in mixed age groups so years <b>5 + 6</b> lead &amp; conduct year 4.</p> <p><b>LANGUAGE:</b> Round Pentatonic scale A capella Gospel Harmony Rhythm / beat Duration</p> <p>Class 3 learn and lead the school in the more difficult songs (and dances) at the Harvest Festival and accompany some with percussion instruments.</p>	<p><b>TOPIC:</b> Performance / pitch / harmony / counter-melody</p> <p><b>YEAR 6 CURRICULUM:</b> Children take part in the Christmas Nativity production 'XXXXXXXXXXXXX'. They perform confidently taking leading roles to sing, dance and act. These include songs with <b>counter-melodies</b> and <b>harmony</b>. Some children have solo performances or play a percussion accompaniment.</p> <p>Years <b>4 &amp; 5</b> also have large parts in the production with the more confident children taking either solo parts or parts where they perform in small groups.</p> <p><b>LANGUAGE:</b> Pitch Tempo Dynamics Rhythm Harmony Counter-melody Performance</p>	<p><b>TOPIC:</b> Listening / composing / dynamics / texture</p> <p>From Music Express <b>YEAR 5</b> scheme (<b>SOLAR SYSTEM</b>) the children embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. They learn a song, compose pieces linked to space and study a graphic score.</p> <p><b>Year 4</b> work in mixed age groups for support. <b>Year 6</b> follow the score and compose their own spinning star patterns. They accompany 'Sunrise' by Richard Strauss on tuned percussion.</p> <p><b>LANGUAGE:</b> Dynamics Timbre / texture Ostinato Rap, crescendo Diminuendo Score Call &amp; response Melody Duration Pitch, chord</p>	<p><b>TOPIC:</b> Structure / harmony / ostinato</p> <p>From Music Express <b>YEAR 5</b> scheme (<b>CELEBRATION</b>) the children learn lively up-beat songs with a samba feel, including a call and response in a variety of languages. They learn 3-part harmony and accompany the song with tuned percussion. They create 3 different ostinato using voices and body percussion. <b>Year 4</b> do the easier harmony and body percussion but the more able do the year 5 level. <b>Year 6</b> create ostinati using tuned percussion and follow the score.</p> <p><b>LANGUAGE:</b> Pitch Tempo Rhythm Coda Harmony Syncopation Ostinato Fanfare Crescendo Bridge Downbeat ChordScore</p>	<p><b>TOPIC:</b> Exploring Sounds (Beatbox &amp; Jazz)</p> <p>From Music Express <b>YEAR 4</b> scheme (<b>SOUNDS</b>) the children explore how sounds are produced and classified. They use their voices to make beatbox sounds, sing 4-part songs and perform a round. (Work in mixed age groups so years <b>5 + 6</b> lead year 4). <b>LANGUAGE:</b> Idiophone, membranophone, chordophone, aerophone, beatbox, break, solo.</p> <p><b>TOPIC:</b> Structure</p> <p>From Music Express <b>YEAR 4</b> scheme (<b>ANCIENT WORLDS - EGYPTIANS</b>) the children celebrate the achievements of the 'Amazing Egyptians' and explore 20<sup>th</sup> century minimalistic music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure. (Work in mixed age groups). <b>LANGUAGE:</b> Lyrics, verse, chorus, coda, phrase, dynamics, texture, minimalism</p>	<p><b>TOPIC:</b> Performance</p> <p>From Music Express <b>YEAR 6</b> scheme (<b>ROOTS</b>) the children take part in a complete musical about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day. They create atmospheric background music as they act and sing their way through the story. Children's' year group and ability is considered when allocating parts for singing, acting and instrumental work.</p> <p><b>LANGUAGE:</b> Rhythm Structure Body percussion Unaccompanied Call &amp; response <b>OR</b> <b>Class 3</b> put on a production of "The Amazing Egyptians Musical" to tie in with the class topic this term.</p>

<p style="text-align: center;"><b>Year B Class 3</b> (Years 4 / 5 / 6)</p>	<p><b>TOPIC:</b> Notation / texture / Harvest</p> <p>From Music Express <b>YEAR 4</b> scheme (ENVIRONMENT) seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history. They use music to highlight the issues surrounding global warming.</p> <p><b>Years 5 &amp; 6</b> lead in creating an atmospheric intro with 2 distinct parts, to the song 'No home for a polar bear'.</p> <p><b>LANGUAGE:</b> Dynamics, tempo, pitch, duration, texture, timbre, concerto, drone, ostinato, major, minor, symphony</p> <p><b>HARVEST:</b> Class 3 learn and lead the school in the more difficult songs (and dances) at the Harvest Festival and accompany some with percussion instruments.</p>	<p><b>TOPIC:</b> Performance / pitch/ harmony /counter-melody</p> <p><b>YEAR 6 CURRICULUM:</b> Children take part in the Christmas Nativity production. They perform confidently taking leading roles to sing, dance and act. These include songs with <b>counter-melodies</b> and <b>harmony</b>. Some children have solo performances or play a percussion accompaniment.</p> <p><b>Years 4 &amp; 5</b> also have large parts in the production with the more confident children taking either solo parts or parts where they perform in small groups.</p> <p><b>LANGUAGE:</b> Pitch Tempo Dynamics Rhythm Harmony Counter-melody Performance</p>	<p><b>TOPIC:</b> Composition</p> <p>From Music Express <b>YEAR 5</b> scheme (AT THE MOVIES) the children explore music from 1920s animated films and present-day movies. They learn techniques for creating soundtracks and film scores and compose their own movie music. They study how music is used to create an emotion or atmosphere in a film and how it can completely change the way a scene is viewed.</p> <p><b>Year 4</b> work in mixed age groups for support.</p> <p><b>Year 6</b> make up their own mime sequence and accompany it with musical sound effects. They use graphic notation.</p> <p><b>LANGUAGE:</b> Mickey Mousing Tempo Dynamics Foley Artist Timbre Melodic phrase Hit points Spotting</p>	<p><b>TOPIC:</b> Notation</p> <p>From Music Express <b>YEAR 4</b> scheme (IN THE PAST) the children use a variety of notations to build performances from different periods and styles. They learn a renaissance dance, walk down the aisle to Wagner's Bridal March and dance the mashed potato. They study graphic &amp; staff notation for 'La Morisque' working out the notes and playing along to the music.</p> <p><b>Year 4 - Part A</b> <b>Year 5 - Part B</b> <b>Year 6 - Melody</b></p> <p><b>LANGUAGE:</b> Woodwind Percussion Melody Structure Repeated rhythm Staff notation Fanfare Coda Riff</p>	<p><b>TOPIC:</b> Beat</p> <p>From Music Express <b>YEAR 5</b> scheme (KEEPING HEALTHY) the children use body popping, gospel singing and invigorating songs about swimming &amp; cycling to study beat, pitch, syncopation &amp; chromatic scales. They learn the 1970s song 'The Pushbike Song' and provide an accompaniment using bicycle bells and hooters.</p> <p><b>Year 4</b> work in mixed age groups for support. <b>Year 6</b> follow the written score when playing tuned accompaniment.</p> <p><b>LANGUAGE:</b> Rhythm Tempo Echo / chant Unison Lyrics Ostinato Pitch Octave Rest Off-beat/syncopation Chromatic scale Drone Counter-melody</p>	<p><b>TOPIC:</b> Step dance / beat / pitch / syncopation / harmony</p> <p>From Music Express <b>YEAR 6</b> scheme (WORLD UNITE) the children get into the groove by exploring rhythm and melody in singing, movement and dance. They study beat, syncopation, pitch and harmony and take a trip around the world to celebrate the universal language of music.</p> <p>Work in mixed age groups if possible. If some children find it difficult, they can create simpler body beat patterns.</p> <p>In 'World Cup passing game' split into year groups and differentiate between them by the level of difficulty in the pattern.</p> <p><b>LANGUAGE:</b> Syncopated rhythm Body beat (percussion) Flash mob Pitch Scat Harmony Texture</p>
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<p style="text-align: center;"><b>Year C Class 3</b></p> <p>(Years 4 / 5 / 6)</p>	<p><b>TOPIC: Composition / Pitch / Harvest</b></p> <p>From Music Express <b>YEAR 4</b> scheme (<b>COMMUNICATION</b>) the children create a news programme, complete with theme music and school news headlines. They use songs (with simple harmony), raps and both tuned and un-tuned instruments to create simple ostinati to accompany these. <b>Year 5</b> create more complicated ostinato. <b>Year 6</b> work out the notes then follow the music score when playing the ostinati. They also play chords to accompany the song.</p> <p><b>LANGUAGE:</b> Steady beat, pitch, ostinato, texture, rap, structure, lyrics, chords</p> <p><b>HARVEST:</b> Class 3 learn and lead the school in the more difficult songs (and dances) at the Harvest Festival and accompany some with kazoos (<b>pitch</b>).</p>	<p><b>TOPIC: Performance / pitch/ harmony /counter-melody</b></p> <p><b>YEAR 6 CURRICULUM:</b> Children take part in the Christmas Nativity production 'It's Chriiistmas'. They perform confidently taking leading roles to sing, dance and act. These include songs with <b>counter-melodies</b> and <b>harmony</b>. Some children have solo performances or play a percussion accompaniment.</p> <p>Years <b>4 &amp; 5</b> also have large parts in the production with the more confident children taking either solo parts or parts where they perform in small groups.</p> <p><b>LANGUAGE:</b> Pitch Tempo Dynamics Rhythm Harmony Counter-melody Performance</p>	<p><b>TOPIC: Structure / composition</b></p> <p>From Music Express <b>YEAR 5</b> scheme (<b>LIFE CYCLES</b>) the children explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures. <b>Year 4</b> work in mixed age groups for support. <b>Year 6</b> work out the notes and follow the written score when playing tuned accompaniment.</p> <p><b>LANGUAGE:</b> Round Melody Tuned percussion Un-tuned percussion Lead vocal Backing vocals Phrase Pitch Dynamics Composition Trill</p>	<p><b>TOPIC: Beat / rhythm / syncopation</b></p> <p>From Music Express <b>YEAR 4</b> scheme (<b>TIME</b>) music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece and create their own descriptive music. They identify metre, learn how a well-known story has been told in music (Sergei Prokofiev's Cinderella Suite) and combine independent parts in more than one metre.</p> <p><b>Years 5 &amp; 6</b> play the faster parts. <b>Year 6</b> create their own syncopated rhythms.</p> <p><b>LANGUAGE:</b> Beat Duration Metre Staff notation Dotted minim Pitch Waltz Off-beat / syncopation Crochet</p>	<p><b>TOPIC: Jazz music / beat/rhythm/ notation</b></p> <p><b>YEAR 5: WW2 Music</b> Children experience the music of Glenn Miller and a variety of wartime songs including Daisy Bell It's a Long Way to Tipperary Keep the Home Fires Burning Pack up Your Troubles Run Rabbit Run White Cliffs of Dover We'll Meet Again We're going to Hang Out the Washing on the Siegfried Line They sing these songs then use the sheet music from some of them to study notation. Children work in mixed age groups for the main teaching but differentiation between year groups is achieved by the difficulty of their worksheets.</p> <p><b>LANGUAGE:</b> Note, notation, semibreve, minim, crochet, quaver, rest, dotted minim, semi-quaver, staff / stave, treble cleff, bass cleff, time signature, score, semi-quaver, metre, major, minor, key signature, semitone, natural, sharp, flat.</p>	<p><b>TOPIC: Street dance performance</b></p> <p>From Music Express <b>YEAR 6</b> scheme (<b>GROWTH</b>) the street is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mime, learn songs with 3-part harmony and instrumental accompaniments, then create a dance to build into a thrilling street performance. Children work in mixed age groups. <b>Year 6</b> conduct the groups. Years <b>4 &amp; 5</b> sing the easier parts.</p> <p><b>LANGUAGE:</b> Texture, metre, Busker Rhythmic ostinato Harmony Flash mob</p> <p><b>OR</b></p> <p><b>Class 3 put on a production of 'Edith's Wartime Scrapbook'</b> to tie in with the class topic this term.</p>
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