

## Subject overview- Music

	AUTUMN		SPRING		SUMMER	
<b>Year 3</b>	<p><b><u>Exploring Rhythms</u></b></p> <p>I can follow simple performance directions. I can understand the difference between pulse and rhythm. I can use my voice in creative ways and sing broadly in tune. I can listen to, and copy back rhythms.</p>	<p><b><u>Christmas Nativity</u></b></p> <p>I can sing broadly tune, with expression. I am beginning to understand the importance of posture, breathing and dynamics. I can make improvements to my vocal performance, understanding the importance of producing a performance for an audience.</p>	<p><b><u>Pitch and Melody</u></b></p> <p>I understand that pitch means high and low. I can perform simple melodies on the glockenspiel. I am starting to show musical quality (eg-clear starts/stops and technical accuracy). I can compose short melodies for glockenspiel. I can listen to and appreciate melodies from different cultures.</p>	<p><b><u>Jungle Drums</u></b></p> <p>I can suggest, follow and lead simple performance directions. I can perform a simple rhythm on a percussion instrument, keeping to a steady pulse. I can improvise and create simple rhythmic patterns. I can listen to and recall sounds from music from African traditions.</p>	<p><b><u>Amazing Egyptians</u></b></p> <p>I can develop my expressive singing. I can identify, recognise and use basic musical symbols in my performance and compositions. I can compose a short piece of music using 'Egyptian rhythms' and graphic scores.</p>	<p><b><u>Victorian Music</u></b></p> <p>I can continue to develop my expressive voice, singing within an appropriate vocal range and accurate tuning. I can appreciate a range of styles from the Victorian period. I can identify, recognise and use basic musical symbols in my performance and compositions.</p>
<b>Year 4</b>	<p><b><u>Just Like a Roman</u></b></p> <p>I know how to improve the quality of my singing, focusing on clear lyrics. I can perform maintain rhythmic pattern, keeping to the pulse (using tamboo bamboo instruments). I can read rhythms using a rhythm grid. I can compose longer rhythm patterns, using a rhythm grid and rhythmic notation.</p>	<p><b><u>Steel Band</u></b></p> <p>I can learn about the Calypso style and Caribbean music culture. I can demonstrate musical quality on a steel pan, including accuracy of notes and rhythm. I am starting to understand how to play as part of an ensemble.</p>	<p><b><u>Ukulele</u></b></p> <p>I can label the strings of a ukulele. I can perform a simple melody on a ukulele. I can compose a simple melody on a ukulele.</p>	<p><b><u>Ukulele</u></b></p> <p>I understand what a chord is. I can strum chord C I can maintain a strumming pattern, playing along with a song.</p>	<p><b><u>Carnival of the Animals</u></b> <b><u>Saint-Saens</u></b></p> <p>I can appreciate classical music and understand how Saint-Saens has described the animals in the music. I can identify key features in the music, including orchestral families. I can perform longer melodies from the 'Carnival of the Animals'. I can compose music that is inspired by 'Carnival of the Animals'</p>	<p><b><u>Pitch: Music Notation</u></b></p> <p>I can learn how pitch can be represented on a musical stave. I can perform simple melodies by reading the musical notes.</p>



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Year 5	<p><b><u>Ukulele</u></b></p> <p>I can learn chords C, F and G on the ukulele. I can strum accompaniments to songs, keeping to a steady pulse. I can perform and create strumming patterns. I can maintain a strong sense of pulse when I am accompanying a song. I can experiment with my voice in creative ways.</p>	<p><b><u>Journey into Space</u></b></p> <p>I can appreciate and understand features of the 'Planets Suite' and explore how Holst has used music to describe each of the planets. I can compose a piece of music that uses a variety of music devices, taking inspiration from 'The Planets Suite' I can follow a detailed graphic score to produce a good performance.</p>	<p><b><u>Steel Band</u></b></p> <p>I have an understanding of the roles of the different instruments in a steel band. I can maintain my part with a strong sense of pulse and awareness of others around me. I am beginning to demonstrate an increasing confidence, expression and skill in my music playing.</p>	<p><b><u>Just Play</u></b></p> <p>Using ukulele, keyboard vocals and percussion, I can maintain my part with a strong sense of pulse and awareness of others around me. I can make improvements to my work/class performance, commenting on the intended effect.</p>	<p><b><u>Ode to the Ancient Greeks</u></b></p> <p>I can continue to develop my expressive singing, exploring new techniques. I can improve and compose melodies within a given structure (pentatonic). I can listen to, and compare traditional music from Greece with music we listen to.</p>	<p><b><u>Viking Rock, Viking Roll</u></b></p> <p>I can continue to develop my expressive singing, exploring new techniques. I can maintain an independent part within a polyrhythmic piece (Viking chant)</p>
Year 6	<p><b><u>Just Play</u></b></p> <p>Using keyboard, vocals, ukulele and percussion, I can continue to develop my confidence, expression, accuracy and skill through taking on different roles in the ensemble. I can maintain an independent part in a group when playing.</p>	<p><b><u>Theme and Variations</u></b></p> <p>I can improvise a variation within given structures. I can create music which demonstrates understanding of structure and discuss the choices made. I can listen to and evaluate a range of live and recorded music.</p>	<p><b><u>Ukulele</u></b></p> <p>I can continue to develop my performance skills on ukulele by learning a range of songs, melodies and chord sequences.  I can strum C,F,G, A minor chord in a variety of sequences.</p>	<p><b><u>Steel Band</u></b></p> <p>I can play or sing an extended melody or accompaniment parts, maintaining an independent part with awareness of how parts fit together.</p>	<p><b><u>Production Preparations</u></b></p> <p>I can sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating a sense of style.  I can take the lead in suggesting improvements to my own and others' vocal performance.</p>	<p><b><u>Production Preparations</u></b></p>