

Overview

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>They know about similarities and differences between themselves and others, and among families, communities and traditions. Begin to build a repertoire of songs and dances.</p> <p>Listen and respond to a range of different styles of music, begin to talk about what they can hear and how it makes them feel.</p> <p>Explores the different sounds of instruments.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>How pulse, rhythm and pitch work together.</p> <p>Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</p> <p>Singing - start to sing, learn about singing and vocal health.</p> <p>Begin to learn about working in a group/band/ensemble.</p> <p>Playing - start to play a classroom instrument in a group/band/ensemble.</p> <p>Improvisation: begin to explore and create your own responses, melodies and rhythms.</p> <p>Composition :begin to create your own responses, melodies and rhythms and record them in some way.</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</p> <p>Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - Continue to play a classroom instrument in a group/band/ensemble.</p> <p>Improvisation: continue to explore and create your own responses, melodies and rhythms.</p>	<p>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.</p> <p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> • 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 . <p>RnB / Reggae – singing in two parts.</p> <p>Western Classical music – the language of music</p>	<p>In greater depth and with increasing confidence:</p> <p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of</p> <p>Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</p> <p>Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p> <p>Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</p> <p>Improvisation explore and create your own responses, melodies and rhythms.</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language</p> <p>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.</p> <p>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.</p> <p>Music that makes you happy. Carole King's music – her life as a composer: Friendship.</p>



continued

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	<p>Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p> <p><i>Playing in different styles.</i></p> <p><i>Create your own lyrics.</i></p>	<p>Composition continue to create your own responses, melodies and rhythms and record them in some way. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p> <p><i>Winter time, music and festivals.</i></p> <p><i>Music from South Africa, Freedom Songs.</i></p>		<p>Composition create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</p> <p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p> <p><i>Jazz and improvisation.</i></p> <p><i>Motown.</i></p> <p><i>Old Hip Hop.</i></p> <p><i>Compare and Contrast the above.</i></p>	

Great Ellingham Primary School

Music

