

The Interrelated Dimensions of Music				
	Autumn	Spring	Summer	
Year 1 <u>Music Resources</u> <ul style="list-style-type: none">• Charanga• Percussion instruments (KS1 box)• Peter Grimes – Storm (BBC 10 Pieces)	<ul style="list-style-type: none"> • Pulse – the steady beat of the music; heartbeat of the music. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds. <ul style="list-style-type: none"> • Dynamics – how loud or quiet the music is. • Tempo – the speed of the music - fast, slow, or in-between. <ul style="list-style-type: none"> • Texture – layers of sound working together to make music very interesting to listen to. • Timbre – certain sound quality associated with an instrument (including voices). <ul style="list-style-type: none"> • Structure – how a piece of music is put together – eg, intro, verse, chorus, verse, extended chorus, outro. • Notation – the link between sound and symbol (does not have to be written formally on a musical stave). 			

<p>Year 2</p> <p><u>Music Resources</u></p> <ul style="list-style-type: none"> • Charanga • John Adams – Short Ride In A Fast Machine (BBC 10 Pieces) • Peter and the Wolf • Percussion instruments 	<p>Vocabulary – interrelated dimensions of music, pulse, melody, pitch, rhythm, accompaniment, compose, improvise, timbre, texture, structure, audience, question and answer, dynamics, tempo, perform/performance, styles, instrument, instrumental families, woodwind, brass, strings, percussion, opinion, ensemble, conductor/leader</p>
	<p>Use their voices expressively and creatively by singing songs, speaking chants and rhymes with growing confidence (<i>Singing Assembly, Charanga, Harvest, Christmas production</i>)</p> <p>Build an understanding of pulse and internalise it when listening to music (<i>Singing Assembly, Charanga</i>)</p> <p>Develop understanding of melody, the words and their importance in the music being listened to (<i>Charanga</i>)</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Learn to sing new and traditional songs with increased accuracy of pitch (<i>Harvest Festival, Christmas production</i>)</p> <p>Play tuned and un-tuned instruments respectively, using the correct techniques, and use the instruments to: play accompaniments and tunes; compose and improvise (by combining sounds and using inter-related dimensions of music) (<i>Charanga, Short Ride in a Fast Machine, Infant Music Festival</i>)</p> <p>Understand that describes the character or quality of a sound.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Improvise a simple rhythm using simple instruments including the voice (<i>Charanga, Short Ride in a Fast Machine</i>)</p> <p>Reflect on and describe a piece of music using developing vocabulary (<i>Singing Assembly, Short Ride in a Fast Machine, Peter and the Wolf</i>)</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music (<i>Singing Assembly, Charanga</i>)</p> <p>Learn to recognise changes in timbre, dynamics and pitch (<i>Charanga</i>)</p> <p>Sing a song in two parts.</p> <p>Begin to describe a piece of music using a developing understanding of the inter-related musical dimensions. (<i>Charanga</i>)</p> <p>Practise, rehearse and present performances to audiences with a growing awareness of the people watching. (<i>End of year performance</i>)</p>

<p>Year 3</p> <p><u>Music Resources</u></p> <ul style="list-style-type: none"> • Grieg – In The Hall of The Mountain King (BBC 10 Pieces) • Charanga • Recorders 	<p>Vocabulary – solo, group/ensemble, interrelated dimensions of music (pulse, pitch, rhythm, tempo, texture, timbre, dynamics, structure), verse, chorus, rhythmic patterns, improvise/improvisation, compose/composition, melodies, notes/notation, rests, crotchet, treble clef, imagination, styles, instrument, instrumental families, woodwind, brass, strings, percussion</p> <p>Find the pulse within the context of different songs/music with ease (<i>Charanga</i>)</p> <p>Play and perform in solo or ensemble contexts with confidence (<i>recorders</i>)</p> <p>Understand that composition is when a composer writes down and records a musical idea (<i>Charanga</i>)</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries (<i>Charanga</i>)</p> <p>Sing songs with multiple parts with increasing confidence (<i>Charanga</i>)</p> <p>Listen with direction to a range of high quality music (<i>Singing Assembly</i>)</p> <p>Confidently recognise a range of musical instruments (<i>Singing Assembly</i>)</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests (<i>Charanga</i>)</p> <p>Begin to listen to and recall sounds with increasing aural memory (<i>Charanga</i>)</p>
<p>Year 4</p> <p><u>Music Resources</u></p> <ul style="list-style-type: none"> • Anna Meredith – Connect It (BBC 10 Pieces) • Charanga • Glockenspiels 	<p>Vocabulary - interrelated dimensions of music (pulse, pitch, rhythm, tempo, texture, timbre, dynamics, structure, notation), improvise/improvisation, compose/composition, melody, solo, group/ensemble, pattern, rhythmic pattern, styles/genres, notes, rests, crotchet, minim, quaver, treble clef, bass clef, instrument, instrumental families, woodwind, brass, strings, percussion, leader/conductor</p> <p>Confidently recognise a range of musical instruments and the different sounds they make (<i>Singing Assembly</i>)</p> <p>Use musical language to appraise a piece or style of music (<i>Singing Assembly</i>)</p> <p>Sing as part of an ensemble with confidence and precision (<i>Singing Assembly, Christmas production</i>)</p> <p>Listen to and recall sounds with increasing aural memory. (<i>Charanga</i>)</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate (<i>Charanga</i>)</p> <p>Play and perform in solo or ensemble contexts with increasing confidence (<i>Glockenspiels, Charanga</i>)</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators (<i>Singing Assembly, Charanga</i>)</p> <p>Develop an understanding of formal, written notation which includes minims and quavers (<i>Charanga</i>)</p>

<p>Year 5</p> <p><u>Music Resources</u></p> <ul style="list-style-type: none"> • Holst – ‘Mars’ from ‘The Planets’ (BBC 10 Pieces) • Charanga • Ukuleles 	<p>Vocabulary - interrelated dimensions of music (pulse, pitch, rhythm, tempo, texture, timbre, dynamics, structure, notation), improvise/improvisation, compose/composition, melody, harmony, solo, group/ensemble, pattern, rhythmic pattern, styles/genres, notes, rests, crotchet, minim, quaver, semibreve, dotted crotchet, treble clef, bass clef, stave, instrument, instrumental families, woodwind, brass, strings, percussion, leader/conductor</p> <p>Develop an increasing understanding of the history and context of music (<i>Singing Assembly, Charanga</i>)</p> <p>Sing as part of an ensemble with increasing confidence and precision (<i>Christmas production, Charanga</i>)</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression (<i>Ukuleles, Charanga</i>)</p> <p>Compose complex rhythms from an increasing aural memory (<i>Charanga</i>)</p> <p>Listen with attention to detail and recall sounds with increasing aural memory (<i>Charanga</i>)</p> <p>Understand how pulse, rhythm and pitch work together (<i>Charanga</i>)</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch (<i>Charanga</i>)</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchet (<i>Charanga</i>)</p>
<p>Year 6</p> <p><u>Music Resources</u></p> <ul style="list-style-type: none"> • Stravinsky – The Firebird Suite (BBC 10 Pieces) • Charanga • A variety of instruments 	<p>Vocabulary - interrelated dimensions of music (pulse, pitch, rhythm, tempo, texture, timbre, dynamics, structure, notation), improvise/improvisation, compose/composition, melody, harmony, solo, group/ensemble, pattern, rhythmic pattern, styles/genres, notes, rests, crotchet, minim, quaver, semibreve, dotted crotchet, treble clef, bass clef, stave, instrument, instrumental families, woodwind, brass, strings, percussion, leader/conductor</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression (<i>Charanga</i>)</p> <p>Create a simple composition and record using formal notation (<i>Charanga</i>)</p> <p>Deepen an understanding and use of formal written notation that includes staff, semibreves and dotted crochets (<i>Charanga</i>)</p> <p>Develop a deeper understanding of the history and context of music (<i>Charanga</i>)</p> <p>Appropriately discuss dimensions of music and recognise them in music heard (<i>Charanga</i>)</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (<i>Charanga</i>)</p> <p>Sing as part of an ensemble with confidence and precision (<i>End of year production, Charanga</i>)</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from great composers and musicians (<i>Charanga</i>)</p>

Music Curriculum Overview 2022-23

	Listen with attention to detail and recall sounds with increasing aural memory and accuracy (<i>Charanga</i>)		
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