



Hagley Primary School Music Overview – KS2

NC Requirements	Autumn	Spring	Summer	Terminology
Year Three				
<p>Sing, Play and Perform: Simple songs, rounds; pulse and simple rhythm patterns, order rhythms <i>Play It – nos. 11-16</i></p> <p>Improvise and Compose: linked to topic + sound effects for stories</p> <p>Notate: Picture notation, rhythms, dot and staff notation C-E</p> <p>Listen and Appraise: <i>Pulse, rhythm, dynamics, question/answer</i></p> <p>Topic related, world, elements, Early/Renaissance/Baroque</p> <p>Understand and Respond: words/art/movement</p>	<p>Body and voice sounds – read, create and perform from simple symbols. (<i>Music Express – Ancient Worlds, In the Past, Poetry</i>)</p> <p>QCA Unit 9: Animal Magic – Exploring Sounds</p> <p>Listen, appraise, create own animal music, record in a picture score.</p> <p>Carnival of the Animals.</p> <p><i>Songs: Chocolate Molinillo; Living in the New Stone Age; Creepy Castle; Song of the Fish</i></p>	<p>QCA Unit 10: Play It Again – Exploring Rhythmic Patterns</p> <p>Use of Charanga – layered rhythms, steady beat, introduce simple notated rhythm pieces. Create own. (<i>Music Express – Singing French, Communication</i>)</p> <p>Easter Production – Rehearse, accompany and perform Easter songs. Learn a poem. Listen to Easter music – e.g. Bach’s St. Matthew Passion, Arvo Part’s Passio, Lloyd Webber JC Superstar</p>	<p>QCA Unit 11: The Class Orchestra – Exploring Arrangements</p> <p>Preparing a song for best performance - accompaniment, style etc. Charanga – There was a Monkey</p> <p>Fitting chants to rhythms.</p> <p>(<i>Music Express – Building, Sounds, Time, Y4 Recycling – Making instruments from natural materials. Compose music with own instruments</i>)</p>	<p><i>Pulse/Beat</i></p> <p><i>Rhythm</i></p> <p><i>Dynamics pp-ff</i></p> <p><i>Crescendo</i></p> <p><i>Diminuendo</i></p> <p><i>Pitch</i></p> <p><i>High/Low</i></p> <p><i>Chorus</i></p> <p><i>Score</i></p> <p><i>Unison</i></p> <p><i>Call/Response</i></p> <p><i>Echo</i></p> <p><i>Solo</i></p>
Year Four				
<p>Sing, Play and Perform: Rounds, partner songs, theme songs; pulse and rhythmic patterns to accompany, arrange rhythms <i>Play It – nos. 16-21</i></p> <p>Improvise and Compose: linked to topic and musical elements</p> <p>Notate: graphic scores, conventional rhythmic notation, staff notation C-G</p> <p>Listen and Appraise: <i>tempo, pitch, timbre, repetition, q & a</i></p> <p>Topic related, world, elements</p> <p>Classical</p> <p>Understand and Respond: words/art/movement</p>	<p>Harvest Assembly – rehearse, accompany and perform harvest songs. Learn a poem. Harvest listening. Perform and invent symbol grids.</p> <p>QCA Unit 8: Ongoing Skills</p> <p>Clapping, singing games, Charanga rhythms, perform and create notated rhythm pieces. (<i>Music Express – Building</i>)</p> <p>Young Voices – learn songs and dances; listen to and appraise a wide variety of musical styles.</p>	<p>Young Voices – complete songs for performance.</p> <p>QCA Unit 12: Dragon Scales – Exploring Pentatonic Scales</p> <p>Explore tuned percussion, read and play simple melodies and notes to accompany. Write a “dragon song” – words and music. Make shadow puppets and play. Performance with musical accompaniment. (<i>Music Express – In The Past, Round the World, Communication</i>)</p> <p>Listen, appraise and compare musical styles – Pentatonic and tonal.</p>	<p>QCA Unit 13: Painting with Sound – Exploring Sound Colours</p> <p>Listening to songs which describe, create picture or mood using sounds.</p> <p>(<i>Music Express – Poetry, Environment</i>)</p>	<p><i>Tempo</i></p> <p><i>Pitch</i></p> <p><i>Rising/Falling</i></p> <p><i>Repetition</i></p> <p><i>Graphic</i></p> <p><i>Notate</i></p> <p><i>Adagio</i></p> <p><i>Andante</i></p> <p><i>Allegro</i></p> <p><i>Pentatonic</i></p> <p><i>Canon</i></p> <p><i>Question/Answer</i></p>
Year Five				
<p>Sing, Play and Perform: rounds, partner songs, simple part songs; rhythmic and simple patterns for instruments, triads <i>Play It – nos. 21-26</i></p> <p>Improvise and Compose: linked to topic and musical elements, verse & chorus/repeated sections, ternary</p> <p>Notate: graphic scores, conventional rhythmic and simple pitched notation C-C</p> <p>Listen and Appraise: <i>accents, phrase, ostinato, layered rhythms</i></p> <p>Topic related, world, elements</p> <p>Romantic</p> <p>Understand and Respond: discuss different versions of the same piece</p>	<p>Remembrance Assembly WW1 listening and learning history of songs and the part they played in WW1. Perform simple rhythm pieces.</p> <p>QCA Unit 17: Roundabout – Exploring Rounds</p> <p>Explore rhythm and harmony of how the parts fit together. Try out ostinato patterns to fit with round. Drone accompaniments on tuned percussion. (<i>Music Express – Our Community</i>)</p> <p>Christingle Service – history of Christmas story.</p>	<p>QCA Unit 16: Cyclic Patterns – Exploring Rhythm and Pulse</p> <p>Charanga Djembe Drumming – rhythmic patterns based on speech, African drumming patterns, Call and Response rhythms. Keeping a steady pulse. Compose own call and response pieces and notate with standard notation.</p> <p>(<i>Music Express – Life Cycles, Keeping Healthy</i>)</p> <p>Listen, appraise and compare world music.</p>	<p>Reading and writing simple melodic notation</p> <p>QCA Unit 18: Journey Into Space – Exploring Sound Sources</p> <p>Holst’s Planets. How can music describe places? Create own planet soundscapes</p> <p>(<i>Music Express – Solar System, At the Movies</i>)</p>	<p><i>Accent</i></p> <p><i>Phrase</i></p> <p><i>Ostinato</i></p> <p><i>Layered</i></p> <p><i>Texture</i></p> <p><i>Staccato</i></p> <p><i>Legato</i></p> <p><i>Ritardando</i></p> <p><i>Rallentando</i></p> <p><i>Round</i></p>
Year Six				
<p>Sing, Play and Perform: rounds, partner songs, theme songs, part songs; rhythmic and melodic phrases from notation, chord accompaniments <i>Play It – nos. 27-30</i></p> <p>Improvise and Compose: linked to topic and musical elements, own structures, ternary, pentatonic tunes</p> <p>Notate: graphic scores, conventional notation C-C</p> <p>Listen and Appraise: <i>chords, melody, accompaniment, individual instruments</i></p> <p>Topic related, world, elements</p> <p>Modern and Post-Modern</p> <p>Understand and Respond: discuss different versions of the same piece</p>	<p>Standard rhythmic notation. Perform and create layered rhythmic pieces. Listen to modern rhythm percussion pieces.</p> <p>QCA Unit 19: Songwriter – Exploring Lyrics and Melody</p> <p>Analyse lyrics and melodies. Listen to songs written for a particular purpose. Write a simple current-climate song. (<i>Music Express – World Unite Charanga – Fresh Prince.</i>)</p>	<p>QCA Unit 21: Who Knows? – Exploring Musical Processes</p> <p>How do composers begin to compose? Ways of notating – graphic scores, staff notation. Listen, appraise and compare modern music <i>Maxwell Davies; Steve Reich; electro-acoustic.</i> (<i>Music Express – Journeys</i>)</p> <p>Compose a short piece based on an “idea” – historical, a story, a scientific concept etc. Notate as a graphic score. Perform.</p>	<p>QCA Unit 20: Stars, Hide Your Fires – Performing Together – Perfecting a song as a performance.</p> <p>(<i>Music Express – Growth</i>)</p> <p>Leavers’ Production (Possibly Use Music Express unit – Moving On)</p>	<p><i>Chord</i></p> <p><i>Melody</i></p> <p><i>Harmony</i></p> <p><i>Discordant</i></p> <p><i>Abstract</i></p> <p><i>Accompaniment</i></p> <p><i>Subito</i></p> <p><i>Poco a poco</i></p> <p><i>Treble/bass clef</i></p> <p><i>Stave</i></p> <p><i>Rondo</i></p> <p><i>Phrase</i></p>

KS2 Assembly Listening (Based on MMC Suggestions)			
	Autumn	Spring	Summer
Years 3 and 4	<p>Western Classical</p> <ol style="list-style-type: none"> 1. Hallelujah Chorus (Handel) 2. O Euchari (Hildegard) 3. The Earl of Salisbury (Byrd) 4. Rondo Alla Turca (Mozart) 5. Symphony No. 5 (Beethoven) 6. Night on a Bare Mountain (Mussorgsky) 7. Russian Dance (Tchaikovsky) 8. Mars from The Planets (Holst) 9. Nimrod Variations (Elgar) Bolero (Ravel) 10. For the Beauty of the Earth (Rutter) 11. From the Gutter – Peter Grimes (Britten) 12. Night Ferry (Anna Clyne) <p>Keep the Homefires Burning/We'll Gather Lilacs – Ivor Novello</p>	<p>Popular and Film Music</p> <ol style="list-style-type: none"> 1. I Got You (James Brown) 2. Take Her to Sea Mr Murdoch (James Horner– Titanic) 3. Le Freak (Chic) 4. Hound Dog (Elvis) 5. Star Wars (John Williams) 6. Wuthering Heights (Kate Bush) 7. Take the A Train (Duke Ellington) 8. Wonderwall (Oasis) 9. The Mission (Ennio Morricone) 10. Stairway to Heaven (Robert Plant – Led Zeppelin) 	<p>Traditional Music and Musicals</p> <ol style="list-style-type: none"> 1. Scotland the Brave (Pipe Band) 2. Sahela Re (Indian Classical) 3. Fanfarra (Samba – Brazil) 4. Baris (Indonesian Gamelan) 5. Bhabiyé Akh Larr Gayee (Bhangra) 6. Tropical Bird (Calypso – Trinidad) 7. Daisy Bell (Harry Dacre) 8. Charleston (James P Johnson) 9. Over the Rainbow (Arlen) 10. Oklahoma (Rodgers and Hammerstein) 11. America (Bernstein) 12. Wouldn't It Be Lovely (Lerner and Lowe)
Years 5 and 6	<ol style="list-style-type: none"> 1. 1812 Overture (Tchaikovsky) 2. New World Symphony (Dvorak) 3. Ronde d'une nuit de Sabbat (Berlioz) 4. English Folk Suite (Vaughan Williams) 5. Pomp and Circumstance (Elgar) 6. Symphonic Variations on an African Air (Coleridge-Taylor) 7. Rodeo (Copland) 8. This Little Babe (Britten) 9. Farewell to Stromness (Maxwell Davis) 10. O Fortuna (Orff) 11. Cantus In Memoriam Benjamin Britten (Arvo Part) 12. Connect It (Anna Meredith) <p>Keep the Homefires Burning/We'll Gather Lilacs – Ivor Novello</p>	<ol style="list-style-type: none"> 1. Runaway Blues (Ma Rainey) 2. Apollo 13 (James Horner) 3. With a Little Help from My Friends (The Beatles) 4. Jai Ho (Rahman – Slumdog Millionaire) 5. Play Dead (Bjork) 6. Smalltown Boy (Bronski Beat) 7. Schindler's List (John Williams) 8. We Are the Champions (Queen) 9. Grace Kelly (Mika) 10. Whole Lotta Love (Robert Plant – Led Zeppelin) 11. Say My Name (Destiny's Child) 	<ol style="list-style-type: none"> 1. Jin-Go-La-Bas (Nigerian Drumming) 2. Inkanyezi Nezazi (South Africa) 3. Sprinting Gazelle (Middle East) 4. Sea Shanties (English Folk) 5. Mazurkas Opus 24. (Chopin) 6. Libertango (Argentina) 7. Summer Nights (Jacobs/Casey) 8. One Day More (Boublil and Schonberg) 9. Hakuna Matata (Elton John) 10. Defying Gravity (Schwartz) 11. Naughty (Matilda – Minchin) 12. This Is Me (The Greatest Showman)

Music is delivered by a music specialist in the form of a 2/2.5 hour lesson every 3 weeks, plus a weekly 20 minute singing session. In addition, Years 3 and 4 have a weekly 30 minute recorder lesson with Severn Arts staff. Children in Years 4, 5 and 6 are offered the opportunity to learn an instrument in pairs/small groups with Severn Arts; financial support is available from the school. All children in Years 4, 5 and 6 may join the school choir, which is a 45 minute session each week.

QCA units are suggested as starting points for teaching each term but will be used flexibly.

For Autumn 2021, all teaching based on performances, together with the performances themselves, is subject to change!