

Crawley Ridge Junior School  
Subject Specific Overview- Music

	Autumn	Spring	Summer
<b>Year 3</b>	<p><b>Glockenspiel Stage 1 (Charanga)</b>  <i>Finding the pulse to a piece of music</i>  <i>Introduction to the elements of music</i>  <i>Playing C, D, E and F on the instrument</i>  <i>Introduction to the stave and basic note representations</i>  <i>Improvisation</i>  <i>Performing</i></p> <ul style="list-style-type: none"> <li>To know what pulse is and be able to demonstrate it with a piece of known music</li> <li>To know where low C, D, E and F on a glockenspiel</li> <li>To know that different symbols represent different notes</li> </ul> <p><b>Singing – Christmas Songs</b>  <i>To sing a widening range of songs in unison</i>  <i>To incorporate dynamics (forte and piano) while singing</i>  <i>To recognise the tempo of a piece and identify where it changes</i>  <i>To perform as a choir to an audience</i></p> <ul style="list-style-type: none"> <li>To know that I need to listen when I sing in a group</li> <li>To understand the term <i>dynamics</i> means the volume of a sound</li> </ul>	<p><b>The Firebird (Stravinsky) Composition (Ten pieces)</b>  <i>Composer study – Igor Stravinsky</i>  <i>Listen and appraise</i>  <i>Musical terms – tempo (slow - adagio and fast - allegro), dynamics and pitch.</i>  <i>Composition using invented notation to create mood and atmosphere</i>  <i>Performance</i>  <i>To explain how they have improved a composition</i></p> <ul style="list-style-type: none"> <li>To know that the Russian composer Igor Stravinsky wrote a series of ballets</li> <li>To know that a ballet tells a story through music and dance</li> <li>To know that Stravinsky's first ballet was the Firebird suite composed in 1910</li> <li>To briefly retell the story of the Firebird suite</li> <li>To know that symbols can be used to represent different sounds on a graphic score</li> </ul> <p><b>Music for pleasure</b>  <i>Listen to a range of music styles and genres from across time</i>  <i>To make decisions about the music they like</i></p>	<p><b>Recorder (Charanga)</b>  <i>Recognising notes B, A, G and E on the stave.</i>  <i>Recognising that a crotchet is a one count note and a minim is a two count note.</i>  <i>2 bar composition using heartbeat notation – more advanced pupils to try on the stave.</i>  <i>Listen and appraise – recorder pieces</i></p> <ul style="list-style-type: none"> <li>To know that a recorder is part of the woodwind family of instruments.</li> <li>To hold a recorder correctly with two hands.</li> <li>To know the finger positions for E, D and high C (B, A, G from Year 2)</li> <li>To know that a minim is worth 2 counts and a crotchet is worth 1 beat.</li> <li>To know that <i>tempo</i> means the speed of a piece of music</li> <li>To understand the terms <i>adagio</i> (slow) and <i>allegro</i> (fast)</li> </ul> <p><b>Music for pleasure</b>  <i>Listen to a range of music styles and genres from across time</i>  <i>To make decisions about the music they like</i></p>

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	<ul style="list-style-type: none"> <li>To understand the terms <i>piano</i> (quiet) and <i>forte</i> (loud)</li> <li>To sing Away in a Manger from memory</li> <li>To know that to stand properly to sing you need feet shoulder-width apart, straight backs and smiles.</li> </ul>		
Year 4	<p><b>Singing – Christmas Songs</b>  <i>To sing a widening range of songs in unison in an octave range</i>  <i>To follow directions for getting louder (crescendo) and getting quieter (decrescendo).</i>  <i>To begin singing in harmony (2 parts) including partner songs and rounds</i>  <i>To perform as a choir to an audience</i>  <i>(*For 2021-22, this unit will be completed in Spring 2022 with ‘No place like’ from Ten Pieces)</i></p> <ul style="list-style-type: none"> <li>To know the <i>crescendo</i> means getting louder.</li> <li>To know <i>decrescendo</i> means getting quieter.</li> <li>To know that <i>harmony</i> means when two notes sound at the same time</li> <li>To know that partner songs are melodies that sound good when sung together</li> </ul> <p><b>Djembe drumming (planning on server)</b>  <i>To identify the West African style of music</i>  <i>To understand the wider cultural importance of the instrument</i>  <i>Composer focus – Babatunde Olatunji</i></p>	<p><b>Glockenspiel and Ten Pieces (planning on server)</b>  <i>Play tunes in varying styles.</i>  <i>Introduction the language of music, theory and composition using notation GABC, crotchets and quavers</i>  <i>To create short 2, 3, and 4 beat phrases</i>  <i>To compose and improve an ostinato</i>  <i>To explain why they have improved a composition</i>  <i>(* For 2021-22, this unit has been completed in Autumn 2021)</i></p> <ul style="list-style-type: none"> <li>To know that musical phrases are represented in bars.</li> <li>To know that standard music is written on 5 lines called a stave</li> <li>To know that an <i>ostinato</i> is a repeating musical phrase.</li> <li>To know that a quaver is worth half a beat</li> </ul> <p><b>Music for pleasure</b>  <i>Listen to a range of music styles and genres from across time</i>  <i>To make decisions about the music they like</i></p>	<p><b>Composer Comparison (ten pieces) Earth – Hans Zimmer (film music) and</b>  <i>To identify two contrasting styles of music</i>  <i>Listen and appraise</i>  <i>Use musical vocabulary to describe the tempos, pitch, dynamics and duration of a piece of music</i></p> <ul style="list-style-type: none"> <li>To know that <i>pitch</i> means how high or low a sound is</li> <li>To know the term <i>duration</i> means the length of time a sound is held</li> <li>To know Hans Zimmer composed ‘Earth’</li> <li>To know ‘Earth’ by Hans Zimmer is his ‘celebration of planet Earth’.</li> </ul> <p><b>Music for pleasure</b>  <i>Listen to a range of music styles and genres from across time</i>  <i>To make decisions about the music they like</i></p>

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	<p>To develop sense of rhythm To perform in a group To listen and repeat it back patterns of increasing complexity</p> <ul style="list-style-type: none"> <li>To know that a djembe drum is used in daily life and for religious festivals in West African cultures</li> <li>To know how to hold a djembe drum correctly</li> <li>To know there are three ways to make a sound on a djembe drum- bass, tone and slap</li> </ul>		
Year 5	<p><b>River Composition (planning on server)</b> Explain how different musical elements (tempo, rhythm, mood and dynamics have been used to create mood and effects. Improvise and notate musical phrases to develop compositions. Use musical vocabulary to explain why a piece may have been composed. Use structure in a composition</p> <ul style="list-style-type: none"> <li>To know the term <i>mood</i> means the feelings or emotions that a sound or piece of music makes the listener feel</li> <li>To know that the term <i>structure</i> means the way a piece of music is built or organised in sections</li> </ul> <p><b>Music for pleasure</b> Listen to a range of music styles and genres from across time To make decisions about the music they like</p>	<p><b>Composer Comparison (planning on server)</b> <b>Composer studies of Gregor Holst and Isao Tomita (Modernist vs electronic)</b> Listen and Appraise: Mars (Holst) and Mars, the Bringer of War (Tomita) Compose and perform using pitch, texture and harmony inspired by a famous composer to certain criteria To evaluate what was successful about their own performance To suggest improvements to their own and others' performances</p> <ul style="list-style-type: none"> <li>To name a piece of music composed by Gustav Holst: Mars</li> <li>To name traditional orchestral and electronic instruments used in the piece Mars, The Planets.</li> <li>To know that <i>timbre</i> means the sound quality of a note</li> <li>To know that different instruments have different timbres</li> </ul>	<p><b>Beginner Keyboard (Charanga)</b> Playing C, D, E, F and G with the right hand To follow stave written music to play a melody To improvise using set notes in a group To perform in a group To suggest improvements to their own and others' performances</p> <ul style="list-style-type: none"> <li>To know where C, D, E, F and G are on a keyboard</li> <li>To know a keyboard is played with two hands</li> <li>To know where C, D, E, F and G are written on a stave</li> </ul> <p><b>Music for pleasure</b> Listen to a range of music styles and genres from across time To make decisions about the music they like</p>

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	<ul style="list-style-type: none"> <li>To name four genres of music: rock, pop, Motown and rap/hip hop</li> <li>To name one artist from each genre</li> </ul>	<p><b>Singing</b>  <b>Danny Boy</b> (Twinkl and BBC School Choir phrasing and diction)  <i>To sing a broad range of songs in unison and parts with a sense of ensemble and performance</i>  <i>To focus on the phrasing and clear enunciation of words when singing</i>  <i>To breathe in the correct place (at the end of phrases)</i>  <i>To begin singing in multiple parts including partner songs and 3-part rounds</i>  <i>To perform as a choir in school assemblies and performance opportunities</i></p> <ul style="list-style-type: none"> <li>To name a song with a three-part round in choral singing</li> <li>To know to breathe at the end of a phrase</li> <li>To know it is important to enunciate words clearly in choral singing.</li> <li>To know that <i>enunciation</i> means speaking clearly and when singing that they need to emphasise their mouth positions</li> <li>To know that binary structure refers to a piece of music with two sections arranged to create structure (A-B-A)</li> <li></li> </ul>	
<b>Year 6</b>	<p><b>C Jam Blues (planning on server)</b>  <i>To understand the history behind the songs and to understand what each song is about.</i></p>	<p><b>Ukulele (Charanga)</b>  <i>Learn to hold the instrument correctly</i>  <i>Introduction to chords</i>  <i>Learn to play C, G, F and G7 chords</i></p>	<p><b>Singing – Linked to Year 6 final performance</b>  <i>To sing a broad range of songs, including those with syncopated rhythms, in unison and</i></p>

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	<p><i>To understand the impact of the music on people during the Second World War</i>  <i>To recognise the key identifiers of the swing and jazz genres</i>  <i>To improvise using a keyboard with syncopated rhythms</i>  <i>To perform within a group and maintain their part</i>  <i>To sing in 3 parts and maintain the parts confidently</i></p> <ul style="list-style-type: none"> <li>• To know that the blues/swing genre were popular during the war</li> <li>• To know that the term 'improvisation' means to create something not planned in advance</li> <li>• To know that Louis Armstrong and Glenn Miller were famous blues/swing artists</li> </ul> <p><b>Music for pleasure</b>  <i>Listen to a range of music styles and genres from across time</i>  <i>To make decisions about the music they like</i></p>	<p><i>Listen and appraise – a range of ukulele pieces from different styles and cultures</i>  <i>Begin to compose using chords</i>  <i>Perform</i></p> <ul style="list-style-type: none"> <li>• To know the position of a C, G, F and G7 chord on a ukulele.</li> <li>• To know that a chord is comprised of multiple notes.</li> </ul> <p><b>Music for pleasure</b>  <i>Listen to a range of music styles and genres from across time</i>  <i>To make decisions about the music they like</i></p>	<p><i>parts with a sense of ensemble and performance</i>  <i>To focus on changing rhythms as well as the phrasing and clear enunciation of words when singing</i>  <i>To sing in multiple parts including partner songs and 3- and 4-part rounds</i>  <i>To perform as a choir in school assemblies, performance opportunities and to wider audiences</i></p> <ul style="list-style-type: none"> <li>• To know that the offbeat is normally a weak beat in the bar</li> <li>• To know that a <i>syncopated rhythm</i> emphasises the offbeats (beats 2 and 4 in a 4-beat bar)</li> <li>• To know that it is easier to sing in parts if each part is grouped together</li> </ul> <p><b>Composer Study/Comparison (Ten pieces)</b>  Ravi Shankar -Symphony – finale (excerpt) and Dvorak -Symphony No.9 in E Minor 'From the New World' (Indian classical vs romantic)  <i>To compare and contrast two composers of different styles of music, considering the period the composer lived in and the impact that may have had on their music</i>  <i>Use musical vocabulary to describe the elements of music within a piece of music</i>  <i>Compose and perform using the elements of music inspired by a famous composer to certain criteria</i>  <i>To evaluate their performance, taking rehearsals into account, using musical</i></p>
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