

Ashwell School MUSIC Yearly Overview

2014 - 2015

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|---|--|--|---|---|--|--|
| Autumn 1 | High, low, pitch matching, exploring voices and using it in different ways, steady beat, loud, quiet, repeat short rhythmic and melodic patterns. | High, low, pitch matching, steady beat, getting faster and slower, rhythmic patterns. | Perform simple rhythmic or repeated patterns and accompaniments, keeping to a steady pulse. | Violin WOPs, learning open strings, sing in tune, strong beats, weak beats, French time names | Recorder: B A G, crotchets, quavers, minims and French time names taa and tete. | Consolidate notation skills: reading and performing pieces on a variety of instruments in small groups. Prepare for Harvest Festival and Young Voices concert. | Develop notation skills: become familiar with melody, chords and bass lines. Prepare for Harvest Festival and Young Voices concert. |
| Autumn 2 | High, low, pitch matching, beginnings, endings, Christmas songs | Sing with shape of melody within a limited range, diction, breathing, Nativity songs | Sing with shape of melody, diction, breathing, Nativity songs | Violin WOPs, bow hold, read relevant notation, singing: Christmas play, diction, breathing, sing in tune, maintaining a part | Christmas play, diction, breathing, sing in tune with expression, maintaining a part | Christmas play, diction, breathing, sing in tune with expression, maintaining a part with awareness of others. | Christmas play, diction, breathing, sing in tune with expression, from memory, maintaining a part with awareness of others. |
| Spring 1 | High, low, pitch matching, steady beat, loud, quiet. Songs for under fives concert. | Perform simple patterns keeping to a steady pulse, getting louder and quieter, | Sing with shape of melody, perform simple rhythm patterns and accompaniments keeping to a steady pulse. | Violin WOPs, use bow, question and answer, perform rhythmically simple parts and accompaniments. Singing accurate to an octave. | Recorder: B A G C D' Perform from notation, maintain a part within a group. Great stave, clefs, compare tempi | Prepare for Young Voices concert. Metre: 2/4, ¾, 4/4. Compose and perform as part of a group. Sing in parts with awareness of others. | Prepare for Young Voices concert. Analyse and compare musical features, major and minor scales, metre 6/8 and swung rhythms. |
| Spring 2 | Exploring voices and instruments (timbre) long, short, create and choose sounds | Exploring timbre and how sounds can be made and changed: wood, metal, strings. Choose and order sounds within simple structures. | Exploring timbre: how sounds can be created and organised: wood, metal, strings. | Violin WOPs, using first finger, pitch steps and leaps, perform to parents, singing. | Recorder: low D, metre and simple time signatures, perform from limited notation. Compose simple pieces in groups, evaluate | Perform by ear and from simple notations, maintain a part. Compose by developing ideas within structures | Improvise melodic and rhythmic material within given structures. Lead other, take solo, provide rhythmic support. Identify different styles. |
| Summer 1 | One / several sounds, long, short, pitch matching games and songs | Perform simple patterns keeping to a steady pulse. Playground songs and games, diction, breathing | Playground songs and games. Instruments: playing tuned percussion. Structure: simple repeated patterns. Recognise simple forms of rhythmic notation. | Violin WOPs, using first finger, pitch leaps and steps, sing in tune with expression. Recognise how different elements are combined. | Improvise melodic and rhythmic phrases, compose within simple structures, explore how sounds can be created, pentatonic patterns | Compose by developing ideas within simple structures, evaluate and improve. Use elements expressively and for a purpose. | Compose using known structures, evaluate and improve. Use elements expressively and for a purpose. |
| Summer 2 | One / several sounds, playing with fast and slow, create and choose sounds in response to given starting points. | Layers, getting higher and lower, structure: simple repeated patterns and accompaniments, representing sounds with symbols | Composition: choose and organise sounds. Use simple rhythmic notation. Structure: simple repeated patterns. Getting higher and lower, layers. | Violin WOPs: cluster event, perform to school. Improvise repeated patterns and combine layers of sound, sing in tune with expression. | Explore orchestral timbres, how sounds can be created, describe, compare and evaluate, perform from notation, maintain a part individually. | Sing with awareness of how parts fit together. Describe, compare and evaluate different kinds of music using appropriate vocab. | Explore different styles and devices, sense of time and place, use ICT to compose for different occasions, using a variety of notations. |