



St. Margaret Mary's Catholic Junior School
Music Yearly Overview



Year Group	Autumn	Spring	Summer	Cross-curricular links
Year 3	<p><u>Ukulele</u></p> <ul style="list-style-type: none">• Children will learn to hold the ukulele• Strum the Ukulele• Play chords F, G on the Ukulele• Children will be assessed on playing the piece Three little birds		<p><u>Ancient Egypt Music</u></p> <ul style="list-style-type: none">• Focus on two elements of music - dynamics and texture which are explored using graphic scores.• Pupils identify dynamics and texture and gradual changes within these two musical elements through listening, performing and composing• Pupils are then introduced to the harmonic minor scale with its characteristic "Middle Eastern." Sound.• Children will be assessed singing a round, accompanied by chords and ostinati patterns, towards a class performance.	<p><u>Art: Graphic scores</u> <u>Citizenship: Teamwork as a whole class performance</u> <u>Maths: The use of rhythmic beats.</u> <u>MFL: The introduction of dynamics in Italian.</u></p>
Year 4	<p><u>Water Music</u></p> <ul style="list-style-type: none">• With the stimulus of water as a basis for singing, performing, composing, improvising and listening and appraising to a wide variety of water-inspired music.• Pupils begin by creatively composing in response to a variety of images of water	<p><u>Ukulele</u></p> <ul style="list-style-type: none">• Children will learn to hold the ukulele with increased confidence• Strum and pluck the Ukulele• Play chords F, G and C with increased fluency• Children will be assessed on playing and singing a given piece.		<p><u>Art: Creating artistic impressions of how the music makes them feel.</u> <u>Geography: physical features</u> <u>Geography: Coasts and Rivers</u></p>



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in its various forms before exploring how the composer Smetana describes the course of a river in his tone poem "Vltava".

- Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own "wandering river" melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle.
- Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy's "La Mer" and use Monet's sea paintings as the basis of an improvisation.
- Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo. Finally, pupils use their learning from the



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unit to add "water sound effects" to a traditional North American-Indian legend before listening to Handel's "Water Music".

Year 5

Keyboard & Theory

- Children learn to recognise rhythm and are able to notate simple rhythmic dictation
- Children learn to compose using rhythm and texture using ICT.
- Different ways of writing music down - e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- Play the keyboard with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from using notation.

Instruments of the Orchestra

- Children gain understanding and listen to instruments of the orchestra.
- This unit takes, as its starting point, Gustav Holst's "The Planets" as a basis for creative composition tasks leading to a musical performance of a "Journey Into Space".
- Pupils listen to different extracts from Holst's "The Planets" at various points throughout the unit, beginning with "Mars, The Bringer of War", exploring how Holst basis this movement on an ostinato pattern.
- Performing and creating their own ostinato patterns and adding dynamic contrasts in the form of crescendos and diminuendos, pupils create their own descriptive "Mars" pieces incorporating an ostinato and other musical features which Holst uses in his movement.
- Play the keyboard using Beethovens ode to joy adding in an ostinanto with the correct technique within the context of the unit song.
- Select and learn an instrumental part

History: Composer knowledge
Science: Space theme
Art: Visial interprtations of the music.



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		<ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	<p>that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from using notation.</p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. 	
Year 6		<p><u>Blues Music</u></p> <ul style="list-style-type: none"> Children develop a knowledge of Blues music where it came from and how it is used today. Children learn about chords and how to apply their musical notation skills when playing chords. Children develop an understanding of Chord 1,4 and 5 in C Major Children play the 12 bar blues with a steady pulse. Children learn a given melody and work in pairs to play it over the 12 bar blues. Children learn to improvise using the blues scale. G&T students may add a walking bass line. Children to be assessed on their composition. 	<p><u>Guitar</u></p> <ul style="list-style-type: none"> Children will learn to hold the Guitar with increased confidence Strum and pluck the Guitar Play chords F, G and C reading from simple tablature Children will be assessed on playing and singing a given piece. 	<p><u>History: Knowledge of the slave trade.</u> <u>Geography - Links to how Blues was exported to America.</u> <u>Maths: Links to rhythm</u></p>



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