

Music Whole School Unit Overview and Key Skills Checklist

Essential Learning Objectives:

- To perform
- To compose
- To transcribe
- To describe music

Year 3

National Curriculum Unit	Key Skills (to be covered during the year)
<p><i>Rhythm – the class orchestra</i> Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Use and understand the basics of the stave and other musical notations.</p>	<p>2cb– use sound to create abstract effects 2tc – Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent 2pf - Perform with control and awareness of others.</p>
<p><i>The Pentatonic Scale</i> Improvise and compose music using the inter-related dimensions of music separately and in combination</p>	<p>2ca - Compose and perform melodic songs. 2cd –Create accompaniments for tunes 2ce - Use drones as accompaniments.</p>

<p><i>Egyptian Music</i> Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>	<p>2pa – sing from memory with accurate pitch 2pb –sing in tune 2pd – show control of voice 2cd – create accompaniments for tunes</p>
<p><i>Recorders</i> Whole class teaching of recorders</p>	<p>2pe – play notes on an instrument so that they are clear 2tb – recognise the notes EGBDF and FACE on the musical stave 2pf – perform with control and awareness of others</p>
<p><i>Singing games</i> Singing and improvising their own and traditional singing games</p>	<p>2pa - sing from memory with accurate pitch 2pb - sing in tune</p>

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Year 4

National Curriculum Unit	Key Skills (to be covered during the year)
<i>Rhythm</i> Listen to, improvise and record rhythms.	2cc – create repeated patterns with a range of instruments 2tc – recognise the symbols for a minim, crotchet and a semibreve and say how many beats they represent 2pf – perform with control and awareness of others
<i>Romans</i> Introduction to ternary form. Compose and perform own melody.	2ca- Compose and perform melodic songs. 2cg – use digital technologies to compose pieces of music 2pf – perform with control and awareness of others 2cd – create accompaniments for tunes

<p><i>Water Music</i> Listening to programmatic music on water. Graphic score on water sounds.</p>	<p>2da – Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music 2dc – understand layers of sounds and discuss their effect on mood and feelings 2cb – use sound to create abstract effects</p>
<p><i>Spanish</i> Listen and compare music by Roderigo. Singing in Spanish</p>	<p>2pa – sing from memory with accurate pitch 2pb – sing in tune 2pd – show control of voice 2cd – create accompaniments for tunes</p>
<p><i>The Beach at Christchurch</i> Collecting sounds for representing the beach. Compose and record.</p>	<p>2cb – use sound to create abstract effects 2cf – choose, order, combine and control sounds to create an effect. 2cg – use digital technologies to compose pieces of music 2ta – devise non-standard symbols to indicate when to play and rest.</p>
<p><i>Exploring Signals</i> Everyday signals and signals in music. Directing and conducting.</p>	<p>2cf – choose, order, combine and control sounds to create an effect. 2tb – recognise the notes EGBDF and FACE on the musical stave 2pf – perform with control and awareness of others</p>
<p><i>10 week Ukulele unit led by Dorset Music Service</i></p>	<p>2pe – play notes on an instrument so that they are clear 2pf – perform with control and awareness of others</p>

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Year 5

National Curriculum Unit	Key Skills (to be covered during the year)
<i>Instruments of the Orchestra</i>	3da – Choose from a wide range of musical vocabulary to accurately describe and appraise music.
<i>Saxons and Vikings</i> Songs depicting the Saxon way of life	3pa – sing or play from memory with confidence 3pb- perform solos or as part as an ensemble 3pc – sing or play expressively and in tune 3pg – perform with controlled breathing and skilful playing
<i>Exploring lyrics and Melody</i> <i>World War 2</i> Listen to music from the era, including dance bands and Glenn Miller. Writing lyrics and composing a melody.	3ca - create songs with verses and a chorus 3cd – thoughtfully select elements for a piece in order to gain a defined effect 3ce – use drones and melodic ostinati 3cg – use digital technologies to compose, edit and refine pieces of music. 3tb – read and create notes on the musical stave 3td – understand and use the sharp and flat symbols 3te – use and understand simple time signatures

<p><i>Journey into space</i> <i>Sound sources</i> Collect sound effects and collaborate into a sound picture</p>	<p>3cd – thoughtfully select elements for a piece in order to gain a defined effect 3cg – use digital technologies to compose, edit and refine pieces of music</p>
<p><i>Music of the Caribbean</i> Listen to different styles from the area. Music using steel pans.</p>	<p>3pa – sing or play from memory with confidence 3pf – sustain a drone or melodic ostinato to accompany 3pg – perform with skilful playing 3cb – create rhythmic patterns with an awareness of timbre and duration 3db – describe how lyrics often reflect the cultural context of music and have social meaning</p>
<p><i>Performing together</i> Performing in groups on tuned and untuned percussion. Partner songs</p>	<p>3pa – sing or play from memory with confidence 3pc – sing or play expressively 3pe – Sing a harmony part confidently and accurately 3pg – perform with controlled breathing and skilful playing</p>
<p><i>Year 5 Band</i></p>	<p>3pb – perform solos or as part of an ensemble 3pc – sing or play expressively and in tune 3pg – perform with controlled breathing and skilful playing 3ta – use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play 3tb – read and create notes on the musical stave 3tc – understand the purpose of the treble and bass clefs and use them in transcribing compositions 3td – understand and use the sharp and flat symbols 3te – use and understand simple time signatures</p>

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Year 6

National Curriculum Unit	Key Skills (to be covered during the year)
<i>Roundabout</i> Exploring scales and chords used in the accompaniment of rounds. Learn to sing in up to 4 part rounds and as canon	3pa – sing or play from memory with confidence 3pd – hold a part within a round 3pe – sing a harmony part confidently and accurately 3pf – sustain a drone or a melodic ostinato to accompany singing 3pg – perform with controlled breathing and skilful playing 3td – understand and use the sharp and flat symbols

<p><i>The Blues</i> Compose melodies based on the 12 bar blues structure.</p>	<p>3ca – create songs with verses and a chorus 3cb – create rhythmic patterns with an awareness of timbre and duration 3cc – combine a variety of musical devices, including melody, rhythm and chords 3cf – convey the relationship between the lyrics and the melody 3cg – use digital technologies to compose, edit and refine pieces of music 3ta – use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. 3tb – read and create notes on the musical stave 3td – understand and use the sharp and flat symbols 3da – choose from a wide range of musical vocabulary to accurately describe and appraise music 3db – describe how lyrics often reflect the cultural context of music and have musical meaning</p>
<p><i>The Greeks</i> Producing a sound story of Theseus and the Minotaur</p>	<p>3cb – create rhythmic patterns with an awareness of timbre and duration 3cd – thoughtfully select elements for a piece in order to gain a defined effect 3cg – use digital technologies to compose, edit and refine pieces of music</p>
<p><i>World Music</i></p>	<p>3pa – sing or play from memory with confidence 3pb – perform solos or as part of an ensemble 3pc – sing or play expressively and in tune 3da – choose from a wide range of musical vocabulary to accurately describe and appraise music 3db – describe how lyrics often reflect the cultural context of music and have musical meaning</p>

<p><i>South America</i> Investigating the music of the Mayans through listening and singing and comparing with modern day.</p>	<p>3cb - create rhythmic patterns with an awareness of timbre and duration 3pg– perform with controlled breathing and skilful playing 3da– choose from a wide range of musical vocabulary to accurately describe and appraise music</p>
<p><i>Musical Processes</i> Sound effects for sound tracks of silent movies</p>	<p>3cb - create rhythmic patterns with an awareness of timbre and duration 3cd – thoughtfully select elements for a piece in order to gain a defined effect 3cg – use digital technologies to compose, edit and refine pieces of music</p>