

Music Whole School Unit Overview and Key Skills Check List (Chris Quigley essentials curriculum)

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> Use of the rhythm square Composing and performing own rhythm sequences. Introduction to standard notation – the basics of the staff and other musical notations</p>	<p>C2 - Use sound to create abstract effects T3-Devise non-standard symbols to indicate when to play and rest. T2 – Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent P2- Perform with control and awareness of others.</p>
<p><i>The pentatonic scale.</i> Improvise, composing, rehearsing, refining and recording melodies using the pentatonic scale on tuned percussion. Singing and listening</p>	<p>C2 - Compose and perform melodic songs. C2 –Create accompaniments for tunes C2 - Use drones as accompaniments.</p>
<p><i>Recorders</i> Whole class teaching of the recorder. Reading standard notation. Playing melodies together.</p>	<p>P2 – Play notes on an instrument so that they are clear T2 – Recognise the notes EGBDF and FACE on the musical staff P2 – Perform with control and awareness of others</p>
<p><i>Exploring arrangements</i> Discussing and exploring different accompaniments in music. Using repeated patterns. Creating a radio jingle using voices, glockenspiels and percussion</p>	<p>P3 – Maintain a simple part within a group C3 – Compose and perform melodic songs C3 – Choose, order, combine and control sounds to create effect</p>
<p><i>Singing</i></p>	<p>P3 – Sing from memory with accurate pitch P3- Sing in tune P3 – Pronounce words clearly within a song clearly</p>

Year 4

National Curriculum Unit	Key skills (to be covered during the year)
<p><i>Rhythm</i> Using the music of Dave Brubeck, learn, listen to, and improvise rhythms. Record using rhythm squares. Use of ostinatos and rhythm improvisation</p>	<p>C2 – Create repeated patterns with a range of instruments T2 – Recognise the symbols for a minim, crotchet and a semibreve and say how many beats they represent P2 – Perform with control and awareness of others D3- Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>
<p><i>Water Music</i> Listening to programmatic music on water (Handel and Smetana) Graphic score based on water sounds, performing and composing</p>	<p>D2 – Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music D2 – Understand layers of sounds and discuss their effect on mood and feelings C2 – Use sound to create abstract effects</p>
<p><i>The Beach at Christchurch</i> Collecting sounds for representing the beach. Compose and record. Group work including leading.</p>	<p>C2 – Use sound to create abstract effects C2 – Choose, order, combine and control sounds to create an effect. C2 – Use digital technologies to compose pieces of music T2– Devise non-standard symbols to indicate when to play and rest.</p>
<p>10 week First Access Samba project led by Soundstorm</p>	<p>P3 – Maintain a simple part within a group P3- Perform with control and awareness of others C3- Create repeated patterns with a range of instruments T3 - Devise non-standard symbols to indicate when to play and rest. D2 – Use the terms: duration, timbre, texture, pitch, beat, tempo and use of silence to describe music.</p>
<p><i>Singing</i></p>	<p>P3 – Sing from memory with accurate pitch P3- Sing in tune P3 – Pronounce words clearly within a song clearly</p>

Year 5

National Curriculum Unit	Key skills (to be covered during the year)
<p><i>Jazz in the classroom 1</i> <i>Charanga</i> To listen to and learn 2 pieces – 3 note bossa and 5 note swing. To listen and appraise swing and bossa style pieces. To improvise and record their own jazz style melodies using given examples</p>	<p>D3 – Choose from a range of musical vocabulary to accurately describe and appraise music. P3 – Perform as part of an ensemble C3 – Create rhythmic patterns with an awareness of timbre and duration T3 – Read notes on the musical stave</p>
<p><i>Journey into Space</i> <i>Sound Sources</i> Collect sound effects and collaborate into a sound picture. Rehearse, refine and record</p>	<p>C3 – Thoughtfully select elements for a piece in order to gain a defined effect C3 – Use digital technologies to compose, edit and refine pieces of music</p>
<p><i>Exploring Lyrics and Melody</i> <i>World War 2</i> Listening to and exploring music from the 2nd world war era, including dance bands and Glenn Miller. Writing lyrics and composing a melody</p>	<p>C3 - Create songs with verses and a chorus C3 – Thoughtfully select elements for a piece in order to gain a defined effect C3 – Use drones and melodic ostinati C3 – Use digital technologies to compose, edit and refine pieces of music. T3– Read and create notes on the musical stave T3– Understand and use the sharp and flat symbols T3 – Use and understand simple time signatures</p>
<p><i>Music of the Caribbean</i> Listen to different styles from the area. Music using steel pans. Using the same scale to perform on tuned percussion Following a music score and performing.</p>	<p>P3 – Sing or play from memory with confidence P3 – Sustain a drone or melodic ostinato to accompany P3– Perform with skilful playing C3 – Create rhythmic patterns with an awareness of timbre and duration D3 – 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 following a score. Partner songs</p>	<p>P3– Sing or play from memory with confidence P3 – Sing or play expressively P3 – Sing a harmony part confidently and accurately P3 – Perform with controlled breathing and skilful playing</p>
<p><i>Year 5 Band</i></p>	<p>P3 – Perform solos or as part of an ensemble P3 – Sing or play expressively and in tune</p>

	<p>P3 – Perform with controlled breathing and skilful playing</p> <p>T3 – Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</p> <p>T3 – Read and create notes on the musical stave</p> <p>T3 – Understand the purpose of the treble and bass clefs and use them in transcribing compositions</p> <p>T3 – Understand and use the sharp and flat symbols</p> <p>T3 – Use and understand simple time signatures</p>
<i>Singing</i>	<p>P3 – Sing from memory</p> <p>P3 – Sing expressively</p> <p>P3 – Hold a part within a round</p> <p>P3 – Sing a harmony part confidently and accurately</p> <p>P3 - Perform with controlled breathing.</p>

Year 6

National Curriculum Unit	Key skills (to be covered during the year)
<p><i>Roundabout</i> Exploring rounds and chords used in the accompaniment of rounds. Learning to sing in up to 4 part rounds. Perform accompaniments with rounds</p>	<p>P3 – Sing or play from memory with confidence P3 – Hold a part within a round P3 – Sing a harmony part confidently and accurately P3 – Sustain a drone or a melodic ostinato to accompany singing P3 – Perform with controlled breathing and skilful playing T3– Understand and use the sharp and flat symbols</p>
<p><i>The Greeks</i> Producing a sound story of Theseus and the minotaur through singing and composing melodies with accompaniments. Recording using graphic scores and standard notation.</p>	<p>C3 – Create rhythmic patterns with an awareness of timbre and duration C3 – Thoughtfully select elements for a piece in order to gain a defined effect C3 – Use digital technologies to compose, edit and refine pieces of music</p>
<p><i>The Blues</i> Compose melodies based on the 12 bar blues, recording using standard notation. Add accompaniments and record.</p>	<p>C3 – Create songs with verses and a chorus C3– Create rhythmic patterns with an awareness of timbre and duration C3 – Combine a variety of musical devices, including melody, rhythm and chords C3 – Convey the relationship between the lyrics and the melody C3 – Use digital technologies to compose, edit and refine pieces of music T3 – Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. T3 – Read and create notes on the musical stave T3 – Understand and use the sharp and flat symbols D3 – Choose from a wide range of musical vocabulary to accurately describe and appraise music D3 – Describe how lyrics often reflect the cultural context of music and have musical meaning</p>
<p><i>South America</i> Investigating music of the Mayans through listening and singing. Instruments of South America.</p>	<p>C3 - Create rhythmic patterns with an awareness of timbre and duration P3– Perform with controlled breathing and skilful playing</p>

	D3– Choose from a wide range of musical vocabulary to accurately describe and appraise music
<p><i>Musical Processes</i> Sound effects for sound tracks of silent movies and cartoons. Improvise, refine and record. Using graphic notation.</p>	<p>C3 - Create rhythmic patterns with an awareness of timbre and duration C3 – Thoughtfully select elements for a piece in order to gain a defined effect C3 – Use digital technologies to compose, edit and refine pieces of music</p>
<p><i>Singing</i></p>	<p>P3 – Sing from memory P3 – Sing expressively P3 – Hold a part within a round P3 – Sing a harmony part confidently and accurately P3 - Perform with controlled breathing.</p>