

PYE BANK MUSIC LTP AND UNIT OVERVIEW



	Autumn Term	Spring Term	Summer Term
<b>Year 1</b>	<p><b>Yellow Submarine</b> <i>Singing Unit</i></p> <p><b>Style:</b> Pop <b>Artist:</b> The Beatles <b>Piece:</b> Yellow Submarine <b>Key Idea:</b> Tempo <b>Outcome:</b> To perform a pop song.</p>	<p><b>Peter and the Wolf</b> <i>Composition Unit</i></p> <p><b>Style:</b> 20<sup>th</sup> Century Orchestral <b>Artist:</b> Prokofiev <b>Piece:</b> Peter and the Wolf <b>Key Idea:</b> Musical themes <b>Outcome:</b> to compose a piece of music to tell a story</p>	<p><b>Song Lines</b> <i>Playing instruments Unit</i></p> <p><b>Style:</b> Folk Music (Australia) <b>Key Idea:</b> Rhythm <b>Outcome:</b> to perform a song using untuned percussion instruments</p>
<b>Year 2</b>	<p><b>Can I Kick It?</b> <i>Singing Unit</i></p> <p><b>Style:</b> Hip hop/rap <b>Artist:</b> A Tribe Called Quest <b>Piece:</b> Can I Kick It? <b>Key Idea:</b> Call and Response <b>Outcome:</b> to perform a class rap</p>	<p><b>The Planets</b> <i>Composition Unit</i></p> <p><b>Style:</b> 20<sup>th</sup> Century Orchestral <b>Artist:</b> Holst <b>Piece:</b> Mars (from the Planets) <b>Key Idea:</b> Dynamics <b>Outcome:</b> to compose a piece responding to a stimulus</p>	<p><b>Djembe</b> <i>Playing instruments Unit</i></p> <p><b>Style:</b> Dance music (West Africa) <b>Key Idea:</b> Repetition <b>Outcome:</b> to perform a call and response song on percussion instruments</p>
<b>Year 3</b>	<p><b>Dr Who Theme</b> <i>Composition Unit</i></p> <p><b>Style:</b> Electronic music <b>Artist:</b> Delia Derbyshire <b>Piece:</b> Dr Who Theme Song <b>Key Idea:</b> Pitch <b>Outcome:</b> to compose an electronic piece of music</p>	<p><b>The Four Seasons</b> <i>Playing Instruments Unit</i></p> <p><b>Style:</b> Baroque Orchestral <b>Artist:</b> Vivaldi <b>Piece:</b> Winter <b>Key Idea:</b> Staccato/Legato <b>Outcome:</b> to perform a piece on instruments</p>	<p><b>Hej Sokoly!</b> <i>Singing Unit</i></p> <p><b>Style:</b> Folk Music (Poland) <b>Artist:</b> Unknown <b>Piece:</b> Hey Sokoly! <b>Key Idea:</b> Lyrics <b>Outcome:</b> to perform a song in another language</p>

PYE BANK MUSIC LTP AND UNIT OVERVIEW



<b>Year 4</b>	<p><b>Respect</b> <i>Singing Unit</i></p> <p><b>Style:</b> RnB/Soul <b>Artist:</b> Aretha Franklin <b>Piece:</b> Respect <b>Key Idea:</b> Solo <b>Outcome:</b> To perform a soul song.</p>	<p><b>Bolero</b> <i>Composition Unit</i></p> <p><b>Style:</b> 20<sup>th</sup> Century Orchestral <b>Artist:</b> Ravel <b>Piece:</b> Bolero <b>Key Idea:</b> Ostinato <b>Outcome:</b> to compose a piece for orchestra</p>	<p><b>Mas Que Nada</b> <i>Playing Instruments Unit</i></p> <p><b>Style:</b> Dance Music (Bossa Nova, Brazil) <b>Artist:</b> Sergio Mendes &amp; Brasil '66 <b>Piece:</b> Mas Que Nada <b>Key Idea:</b> Melody <b>Outcome:</b> to perform a song with a dance</p>
<b>Year 5</b>	<p><b>Do I Wanna Know?</b> <i>Singing Unit</i></p> <p><b>Style:</b> Indie/ Rock <b>Artist:</b> Arctic Monkeys <b>Piece:</b> Do I Wanna Know? <b>Key Idea:</b> Harmony <b>Outcome:</b> To sing a rock song with two parts.</p>	<p><b>Hedwig's Theme</b> <i>Playing instruments Unit</i></p> <p><b>Style:</b> 20<sup>th</sup> Century Film Music <b>Artist:</b> John Williams <b>Piece:</b> Hedwig's Theme <b>Key Idea:</b> Major/Minor <b>Outcome:</b> Perform a piece of film music</p>	<p><b>An Invitation to Daydream</b> <i>Composition Unit</i></p> <p><b>Style:</b> Traditional Music (Syrian Arabic) <b>Artist:</b> Maya Youssef <b>Piece:</b> An Invitation to Daydream <b>Key Idea:</b> Drone <b>Outcome:</b> Compose a piece to represent a dream</p>
<b>Year 6</b>	<p><b>Runaway Blues</b> <i>Composition Unit</i></p> <p><b>Style:</b> Blues <b>Artist:</b> Ma Rainey <b>Piece:</b> Runaway Blues <b>Key Idea:</b> Improvisation <b>Outcome:</b> to compose and perform a Blues song</p>	<p><b>Symphony No. 5</b> <i>Playing Instruments Unit</i></p> <p><b>Style:</b> Classical Orchestral <b>Artist:</b> Ludwig van Beethoven <b>Piece:</b> Symphony Number 5 <b>Key Idea:</b> Sonata <b>Outcome:</b> to perform an orchestral piece on tuned instruments</p>	<p><b>One Love</b> <i>Singing Unit</i></p> <p><b>Style:</b> Reggae/Mento (Jamaican) <b>Artist:</b> Bob Marley <b>Piece:</b> One Love <b>Key Idea:</b> On beat/off beat <b>Outcome:</b> to perform a song in two parts</p>



Progression of Skills Through Success Criteria

	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>Yellow Submarine</b></p> <p><b>Success Criteria</b></p> <p><b>In singing, children will:</b></p> <ul style="list-style-type: none"> <li>- Sing simple songs, chants and rhymes in a range of tempos.</li> <li>- Sing in unison, following directions</li> <li>- Sing in a small range of pitches (mi-so).</li> <li>- Copy small, then wider <b>intervals</b> in pitch.</li> <li>- Sing call and response</li> <li>- Demonstrate good posture for singing</li> </ul>	<p><b>Peter and the Wolf</b></p> <p><b>Success Criteria</b></p> <p><b>In composition, children will:</b></p> <ul style="list-style-type: none"> <li>- Create musical sound effects in response to stimuli</li> <li>- Combine sounds into a piece to tell a story</li> <li>- Recall patterns of rhythm and pitch</li> <li>- As a class, create symbols to represent sounds.</li> </ul>	<p><b>Song Lines</b></p> <p><b>Success Criteria</b></p> <p><b>In playing instruments, children will:</b></p> <p><i>Pulse:</i></p> <ul style="list-style-type: none"> <li>- Clap steady beats in unison, changing tempo</li> <li>- Use body percussion and instruments play a pulse</li> <li>- Move to the pulse</li> </ul> <p><i>Rhythm</i></p> <ul style="list-style-type: none"> <li>- Clap back rhythms, led by the teacher</li> <li>- Repeat a pattern of rhythms (ostinato) staying in time</li> <li>- Create rhythms from words</li> </ul>
	<p><b>In listening, children will:</b></p> <ul style="list-style-type: none"> <li>- Listen to a range of Pop songs comparing tempo (Unit 1)</li> <li>- Describe what they imagine when listening to music (images and pictures) (<i>All Units</i>)</li> <li>- Describe <b>tempo</b> and <b>dynamics</b></li> <li>- Begin to recognise different instruments and comment on their <b>timbre</b> in simple terms.</li> <li>- Begin to understand the cultural origins of a piece of music</li> <li>-</li> </ul>		
Year 2	<p><b>Can I Kick it?</b></p> <p><b>Success Criteria</b></p> <p><b>In singing, children will:</b></p>	<p><b>The Planets</b></p> <p><b>Success Criteria</b></p> <p><b>In composition, children will:</b></p>	<p><b>Djembe</b></p> <p><b>Success Criteria</b></p> <p><b>In playing instruments, children will:</b></p>

PYE BANK MUSIC LTP AND UNIT OVERVIEW



	<ul style="list-style-type: none"> <li>- Sing simple songs and chants and in unison, following directions</li> <li>- Sing in a range of pitches (do-so)</li> <li>- Demonstrate rhythm when singing or chanting</li> <li>- Develop good posture for singing</li> <li>- Sing with dynamic range, responding to a leader or visual symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Create music with a beginning and an ending</li> <li>- Create question and answer phrases</li> <li>- Use 'next door' notes to create musical sequences</li> <li>- Create a visual record of a piece</li> </ul>	<p><i>Pulse:</i></p> <ul style="list-style-type: none"> <li>- Walk in time to a beat, moving in unison with others</li> <li>- Feel where the 'on' and 'off' beat lies</li> </ul> <p><i>Rhythm:</i></p> <ul style="list-style-type: none"> <li>- Copy and create rhythms for others to copy</li> <li>- Put rhythms to words</li> <li>- Introduce stick notation (crotchets and quavers)</li> </ul>
	<p><b>In listening, children will:</b></p> <ul style="list-style-type: none"> <li>- Describe how a song makes them feel (<i>All Units</i>)</li> <li>- Describe and compare <b>tempo</b> and <b>dynamics</b></li> <li>- Recognise different instruments and comment on their <b>timbre</b>.</li> <li>- Recognise the style of a piece of music and compare it to others</li> <li>- Begin to understand the cultural and geographic origins of a piece of music</li> </ul>		
<p><b>Year 3</b></p>	<p><b>Dr Who Theme</b></p> <p><b>Success Criteria</b></p> <p><b>In Composition, children will:</b></p> <ul style="list-style-type: none"> <li>- Compose in response to a set stimulus</li> <li>- Create music with a beginning, middle and end.</li> <li>- Compose rhythms on untuned percussion instruments.</li> <li>- Combine rhythms with rising and falling notes to create short phrases.</li> </ul>	<p><b>The Four Seasons</b></p> <p><b>Success Criteria</b></p> <p><b>In Playing Instruments, children will:</b></p> <p><i>Melody</i></p> <ul style="list-style-type: none"> <li>- Play a simple melodic instrument part by ear</li> <li>- Copy melodic phrases using next-door notes</li> <li>- Perform melodies in a small range (C-E)</li> </ul> <p><i>Rhythm</i></p> <ul style="list-style-type: none"> <li>- Begin to recognise the stave and know the difference between crotchets (ta), quavers (tay-tay) and minims</li> </ul>	<p><b>Hey Sokoly!</b></p> <p><b>Success Criteria</b></p> <p><b>In Singing, children will:</b></p> <ul style="list-style-type: none"> <li>- Copy back simple melodic phrases</li> <li>- Follow the beat when singing</li> <li>- Sing songs in a range from do-so from memory</li> <li>- Sing with expression and understanding of the words</li> <li>- Sing with dynamic range (loud , soft) and a range of tempo (fast, slow)</li> </ul>



	<p><b>In listening, children will:</b></p> <ul style="list-style-type: none"> <li>- Share thoughts and feelings about music</li> <li>- Find the pulse and describe the <b>tempo</b></li> <li>- Begin to recognise and identify different genres and styles of music</li> <li>- Recognise different instruments and comment on their <b>timbre</b> and <b>family</b>.</li> <li>- Recognise the style of a piece of music and compare it to others</li> <li>- Understand the cultural and geographic origins of a piece and how this links to its style</li> </ul>		
<p><b>Year 4</b></p>	<p style="text-align: center;"><b>Respect</b></p> <p style="text-align: center;"><b>Success Criteria</b></p> <p><b>In Singing, children will:</b></p> <ul style="list-style-type: none"> <li>- Sing songs from memory or following notation</li> <li>- Sing songs with an octave range (do-do)</li> <li>- Sing <b>staccato</b> and <b>legato</b>.</li> <li>- Sing songs with small and large intervals.</li> <li>- Sing songs with a simple second part.</li> </ul>	<p style="text-align: center;"><b>Bolero</b></p> <p style="text-align: center;"><b>Success Criteria</b></p> <p><b>In Composition, children will:</b></p> <p><i>Improvisation</i></p> <ul style="list-style-type: none"> <li>- Invent short on the spot responses using a limited number of notes</li> <li>- Create improvisations using a set musical feature (e.g. Staccato, legato)</li> </ul> <p><i>Composing</i></p> <ul style="list-style-type: none"> <li>- Compose in response to a set stimulus</li> <li>- Create music with dynamic range</li> <li>- Compose music for tuned and untuned percussion</li> <li>- Compose music with two parts, including an ostinato (repeating pattern)</li> </ul>	<p style="text-align: center;"><b>Mas Que Nada</b></p> <p style="text-align: center;"><b>Success Criteria</b></p> <p><b>In Playing Instruments, children will:</b></p> <p><i>Melody</i></p> <ul style="list-style-type: none"> <li>- Play a simple melodic instrument following simple staff notation in a small range</li> <li>- As a class play in two parts (melody and accompaniment)</li> </ul> <p><i>Rhythm</i></p> <ul style="list-style-type: none"> <li>- Clap and play crotchets (ta), quavers (tay-tay) and minims (ta-a)</li> </ul> <p><i>Performance</i></p> <ul style="list-style-type: none"> <li>- Recognise how individual parts fit together in a performance</li> <li>- Reflect on a performance</li> </ul>
	<p><b>In listening, children will:</b></p> <ul style="list-style-type: none"> <li>- Share thoughts and feelings about music, including lyrics</li> <li>- Find the <b>pulse</b> and describe the <b>tempo</b> and simple time signatures (2/4, 3/4, 4/4)</li> <li>- Begin to comment on a song's structure in a simple way</li> <li>- Describe simple tonality (<b>major &amp; minor</b>)</li> <li>- Recognise different instruments by <b>timbre</b> and <b>family</b>, as well as ways of playing (<b>staccato &amp; legato</b>)</li> </ul>		

PYE BANK MUSIC LTP AND UNIT OVERVIEW



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<p><b>Year 5</b></p>	<p><b>Do I Wanna Know?</b></p> <p><b>Success criteria</b></p> <p><b>In singing, children will:</b></p> <ul style="list-style-type: none"> <li>- Sing songs with a sense of ensemble and performance.</li> <li>- Observe accurate pitch, dynamics and articulation.</li> <li>- Sing songs in rounds and multiple parts.</li> <li>- Sing second or harmony parts in songs.</li> <li>- Sing acapella (without accompaniment).</li> </ul>	<p><b>Hedwig's Theme</b></p> <p><b>Success criteria</b></p> <p><b>In Playing instruments, children will:</b></p> <p><i>Melody</i></p> <ul style="list-style-type: none"> <li>- Play a simple melodic instrument or tuned percussion following simple staff notation</li> <li>- Play in smaller groups and individually</li> </ul> <p><i>Rhythm</i></p> <ul style="list-style-type: none"> <li>- Clap and play crotchets (ta), quavers (tay-tay) and minims (ta-a), semi-quavers and dotted rhythms</li> <li>- Play pieces in different time signatures</li> </ul> <p><i>Performance</i></p> <ul style="list-style-type: none"> <li>- Balance their performance with others in the moment</li> <li>- Reflect on a performance and how it could be improved</li> </ul>	<p><b>An Invitation to Daydream</b></p> <p><b>Success criteria</b></p> <p><b>In composition, children will:</b></p> <p><i>Improvisation</i></p> <ul style="list-style-type: none"> <li>- Improvise over a drone, selecting notes that fit</li> <li>- Create improvisations choosing their own musical features (dynamics, tempo, pitch)</li> </ul> <p><i>Composing</i></p> <ul style="list-style-type: none"> <li>- Compose based on their own ideas and feelings</li> <li>- Create music with dynamic range</li> <li>- Compose music for chosen instruments suitable for their ideas</li> <li>- Compose music with two parts, including an ostinato (repeating pattern)</li> <li>- Compose a piece with a returning section (rondo form)</li> </ul>
	<p><b>In listening, children will:</b></p> <ul style="list-style-type: none"> <li>- Share thoughts and feelings and justify opinions about music</li> <li>- Find the pulse and describe the <b>tempo</b> and simple time signatures (2/4, 3/4, 4/4)</li> <li>- Begin to comment on a song's structure with reference to specific sections (e.g. into, chorus, verse, bridge, A and B sections)</li> <li>- Describe instruments, with reference to why they have been chosen by composers</li> <li>- Recognise and compare distinct genres of music</li> <li>- Identify <b>tonality</b> and <b>themes</b> in music</li> <li>- Understand the cultural and geographic origins of a piece its importance.</li> <li>-</li> </ul>		
<p><b>Year 6</b></p>	<p><b>Runaway Blues</b></p> <p><b>Success criteria</b></p> <p><b>In composition, children will:</b></p> <p><i>Improvisation</i></p> <ul style="list-style-type: none"> <li>- Improvise over a chord progression.</li> </ul>	<p><b>Symphony No. 5</b></p> <p><b>Success criteria</b></p> <p><b>In Playing instruments, children will:</b></p> <p><i>Melody</i></p> <p>Play a melodic instrument or tuned percussion following staff notation</p>	<p><b>One Love</b></p> <p><b>Success criteria</b></p> <p><b>In singing, children will:</b></p> <ul style="list-style-type: none"> <li>- Sing songs with a sense of ensemble and performance</li> <li>- Observe accurate pitch, dynamics and articulation, style</li> </ul>

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	<ul style="list-style-type: none"> <li>- Repeat improvised rhythms to create returning phrases.</li> </ul> <p><i>Composing</i></p> <ul style="list-style-type: none"> <li>- Compose music and lyrics based on their own ideas.</li> <li>- Compose music with a clear melody.</li> <li>- Create music with an improvised section.</li> <li>- Compose music using a pentatonic/blues scale.</li> <li>- Compose music with a clear structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Play in smaller groups and individually</li> </ul> <p><i>Accompaniment</i></p> <ul style="list-style-type: none"> <li>- Accompany a melody with chords or a bass line</li> </ul> <p><i>Rhythm</i></p> <ul style="list-style-type: none"> <li>- Play pieces in different time signatures</li> </ul> <p><i>Performance</i></p> <ul style="list-style-type: none"> <li>- Balance their performance with others in the moment</li> <li>- Reflect on a performance and discuss how it could be changed to suit different contexts</li> <li>- Discuss the strengths and weaknesses of a performance with reference to musical concepts</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of where to take breaths in singing longer pieces</li> <li>- Sing songs in rounds and multiple parts (when not physically separated)</li> <li>- Sing second or harmony parts in songs</li> <li>- Sing acapella (without accompaniment)</li> </ul>
	<p><b>In listening, children will:</b></p> <ul style="list-style-type: none"> <li>- Share thoughts and feelings and justify opinions about music using musical vocabulary</li> <li>- Find the pulse and describe the <b>tempo</b> and time signature</li> <li>- Comment on a song's structure with reference to specific sections (e.g. intro, chorus, verse, bridge, A and B sections)</li> <li>- Describe instruments, with reference to why they have been chosen by composers</li> <li>- Recognise and compare a range of distinct genres of music</li> <li>- Identify <b>tonality</b> and <b>themes</b> in music and explain the composer's choices</li> <li>- Describe the cultural and geographic origins of a piece its importance</li> </ul>		