

## MUSIC OBJECTIVES OVERVIEW



	Autumn Term	Spring Term	Summer Term
<b>FS</b>	<p><b>Topic:</b> Singing Games and Pitch Matching  <b>Outcome:</b> To sing a range of songs.  <b>Objectives:</b> Sing the pitch of a tone sung by another person (pitch match).                      Sing the melodic shape of different songs.                      Sing matching the pitch and following the melody.                      Sing a range of well-known nursery rhymes and songs.                      Listen attentively; move to and talk about music, expressing their feelings/responses.</p>	<p><b>Topic:</b> <i>Carnival of the Animals</i>  <b>Outcome:</b> Create own musical motif to represent an animal (using untuned percussion instruments/sounds in the environment/bodies/home-made instruments).  <b>Objectives:</b> Explore and engage in music making and dance, performing solo and in groups.                      Listen attentively; move to and talk about music, expressing their feelings/responses.</p>	<p><b>Topic:</b> Transport – <i>Different Trains</i>  <b>Outcome:</b> Create own musical motif to represent a mode of transport (e.g. train).  <b>Objectives:</b> Play instruments to express their feelings/ideas.                      Create rhythm patterns and perform these for others, taking turns.                      Listen attentively; move to and talk about music, expressing their feelings/responses.</p>
<b>Year 1</b>	<p><b>Topic:</b> Rhythm and Pulse  <b>Outcome:</b> To create and sing a class chant.  <b>Objectives:</b> Sing simple songs, chants and rhymes from memory.                      Perform word-pattern chants.                      Sing collectively at the same pitch, responding to simple visual directions.                      Sing simple songs with a at least three notes.                      Sing call and response songs, controlling and matching pitch.                      Create simple vocal chants, using question and answer phrases.                      Sing familiar songs in both low and high voices and talk about the difference in sound.                      Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes.                      Use body percussion and classroom percussion to mark the beat.                      Respond to the pulse in music through movement and dance.</p>	<p><b>Topic:</b> <i>Carnival of the Animals/Peter and the Wolf</i>  <b>Outcomes:</b> Use instruments to create a rhythm pattern to represent an animal.  <b>Objectives:</b> Perform short copycat rhythm patterns accurately, led by the teacher.                      Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.                      Create their own rhythm patterns.                      Understand the difference between creating a rhythm pattern and a pitch pattern.                      Create rhythm and pitch patterns and perform these for others, taking turns.</p>	<p><b>Topic:</b> <i>Jack and the Beanstalk</i>  <b>Outcome:</b> To create and record a sound story for <i>Jack and the Beanstalk</i>  <b>Objectives:</b> Explore percussion sounds to enhance storytelling.                      Listen to sounds in the local school environment, comparing high and low sounds. Follow pictures and symbols that represent pitch to guide singing and playing.                      Create musical sound effects and short sequences of sounds in response to stimuli.                      Join sounds to make a story, choosing and playing classroom instruments.                      Use technology to record sounds.                      Create and follow a graphic score to represent created sounds.</p>

Year 2	<p><b>Topic:</b> The Gruffalo - <i>The Gruffalo Song</i></p> <p><b>Outcome:</b> Create a piece of music using tuned percussion and represent it using dot notation.</p> <p><b>Objectives:</b> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a piece by tapping or clapping and recognising changing tempo. Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion. Recognise dot notation to represent pitch and match it to 3-note tunes played on tuned percussion. Use dot notation to represent a composed piece.</p>	<p><b>Topic:</b> Great Fire of London – <i>London's Burning</i></p> <p><b>Outcome:</b> Create a piece of music using tuned and untuned percussion, incorporating dynamic and tempo changes and representing it using a graphic score.</p> <p><b>Objectives:</b> Sing songs with a pitch range of do-so with increasing vocal control. Understand the meaning of dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>). Demonstrate dynamics and tempo when singing by responding to the leader's directions and visual symbols (<i>e.g. crescendo, decrescendo, pause</i>) Use graphic symbols to represent a composed piece. Use technology, to experiment with pitch, pattern and duration composing a short piece. <i>Link to Computing Curriculum Unit 2.4a. Taught through computing sessions.</i></p>	<p><b>Topic:</b> Rain – <i>Africa</i></p> <p><b>Outcome:</b> Create a class piece to represent <i>Rain</i> that incorporates chanting and rhythm patterns.</p> <p><b>Objectives:</b> Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. Use stick notation to represent a composed piece.</p>
	<p><b>Objectives covered through assemblies:</b> Sing short phrases independently varying pitch within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p>		
Year 3	<p><b>Topic:</b> The Pentatonic Scale</p> <p><b>Outcome:</b> To play and notate their own short piece using the pentatonic (5 note) scale.</p> <p><b>Objectives:</b> Improvise using voices, tuned and untuned percussion and instruments inventing short 'on-the-spot' responses using a 5 note-range. Combine known rhythmic notation with letter names to create rising and falling phrases using at least 5 notes. Play and perform melodies following staff notation using a 5 note range (<i>e.g. Middle C–G.</i>) Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers.</p>	<p><b>Topic:</b> The Planets</p> <p><b>Outcome:</b> To compose a piece of music which features an ostinato.</p> <p><b>Objectives:</b> Apply word chants to rhythms, understanding how to link each syllable to one musical note. Compose in response to different stimuli and musical sources.</p> <p><b>Continue to develop knowledge and understanding of:</b> The stave, lines and spaces, and clef. Dot notation to show higher or lower pitch. The differences between crotchets and paired quavers.</p>	<p><b>Topic:</b> <i>Beowulf</i></p> <p><b>Outcome:</b> To compose a piece of music with a beginning, middle and end on the theme of <i>Beowulf</i>.</p> <p><b>Objectives:</b> Copy stepwise melodic phrases at different speeds; <i>allegro (fast)</i> and <i>adagio (slow)</i>. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Create music that has a beginning, middle and end.</p> <p><b>Continue to develop knowledge and understanding of:</b> The stave, lines and spaces, and clef. Dot notation to show higher or lower pitch. The differences between crotchets and paired quavers.</p>
	<p><b>Objectives covered through assemblies:</b> Sing a range of unison songs with a pitch range of at least 5 notes. Perform <i>forte (loud)</i> and <i>piano (soft)</i>. Perform actions songs in time.</p>		

Year 4	<p><b>Topic:</b> The Sea</p> <p><b>Outcome:</b> To compose and record a piece of music on the theme of the sea.</p> <p><b>Objectives:</b> Improvise using an eight note range on tuned percussion making use of musical features including legato (<i>smooth</i>) and staccato (<i>detached</i>). Make compositional decisions about the whole structure. Combine known rhythmic notation with letter names to create short phrases using a range of 8 notes. Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Compose music to create a specific mood, introducing the idea of major and minor chords. Capture and record creative ideas using technology.</p>	<p><b>Wider Opportunities:</b></p> <p>Play and perform melodies following staff notation using an 8 note range (e.g. Middle C–C).</p> <p>Perform in two parts from simple notation using instruments played in whole class teaching.</p> <p>Copy short melodic phrases altering the dynamics.</p> <p>Introduce the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within an eight note range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	
	<p><b>Objectives covered through assemblies:</b></p> <p>Sing a range of unison songs with a pitch range of at least 8 notes following dynamics and tempo.</p> <p>Sing two- part rounds in different time signatures (<i>2, 3 and 4 time</i>).</p> <p>Sing songs with small and large leaps and a simple second part to introduce vocal harmony.</p>		
Year 5	<p><b>Wider Opportunities:</b></p> <p>Play melodies on chosen instrument, following staff notation written on one stave and using notes within the Middle C–C.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquaver.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p><b>Topic:</b> Harry Potter – <i>Hedwig's Theme</i></p> <p><b>Outcome:</b> To create a theme tune for a Harry Potter character using tuned percussion.</p> <p><b>Objectives:</b> Improvise over a simple groove/bassline responding to the beat, creating a satisfying melodic shape; experiment with using a wide range of dynamics. Compose melodies made from pairs of phrases in a key suitable for the instrument chosen. Working in pairs, compose a short ternary (<i>3 parts A, B, A</i>) piece. Compose music to evoke a specific atmosphere, mood or environment linked to a specific stimulus. Capture and record creative ideas and use this to edit and improve compositions.</p>	
	<p><b>Objectives covered through assemblies:</b></p> <p>Sing a range of songs with a sense of ensemble and performance, including observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds and songs with a verse and a chorus.</p>		
Year 6	<p><b>Topic:</b> 12 Bar Blues</p> <p><b>Outcome:</b> To compose a piece of music using the 12 Bar Blues.</p> <p><b>Objectives:</b> Improvise a melody over a 12 bar blues bassline responding to the beat, creating a satisfying melodic shape; experiment with using a wide range of dynamics Plan, compose and notate an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A). Play a melody following staff notation written on one stave and using notes within an octave. Understand how triads are formed, and play them</p>	<p><b>Topic:</b> Film Music</p> <p><b>Outcome:</b> Compose a piece of music (using Garage Band) around the subject <i>Refugees</i>. Create a short film using iMovie and add the soundtrack to it.</p> <p><b>Objectives:</b> Use technology to compose music to evoke a specific atmosphere or mood to accompany a short film.</p>	<p><b>Topic:</b> Performing Arts Project</p> <p><b>Outcome:</b> To practise and perform a musical.</p> <p><b>Objectives:</b> Sing a range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance, including observing rhythm, phrasing, accurate pitching and appropriate style. Sing four-part rounds and begin to sing songs with a harmony part with the same rhythm as the melody.</p>

	<p>Accompany a melody using block chords or a bass line.          Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.          Read and perform pitch notation within an octave quickly and confidently.          Read and play from notation a four-bar phrase, confidently identifying note names and durations</p>		
	<p><b>Objectives covered through assemblies:</b>          Sing a range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance, including observing rhythm, phrasing, accurate pitching and appropriate style.          Sing four-part rounds and begin to sing songs with a harmony part with the same rhythm as the melody.</p>		