

Music Termly Overview

Term	1.1	1.2	2.1	2.2	3.1	3.2
Year group						
Year 3	Area/Topic: Stone Age (History)	Area/Topic: Where in the World? (Geography)	Area/Topic: The Romans (History)		Area/Topic: Brazil and the Amazon Rainforest (Geography)	
	Explore modern day versions of Stone Age style musical instruments, including pre-historic untuned instruments originally made from bones, using them to create 'layers' in music.	A study of music from around the world, including a range of styles from Europe, commenting on music using the musical terms 'pitch' and 'duration' and how music makes us feel.	Sing and perform 'Queen Boudicca' from Charanga in unison with good pitch.		Reflect musically on the sounds of the rainforest with a range of untuned instruments, using and discussing sound to influence a feeling. Work collaboratively with others to compose a piece of music and present work to an audience.	
Year 4	Area/Topic: Anglo Saxons (History)	Area/Topic: Vikings (History)	Area/Topic: What a Wonderful World (Geography)		Area/Topic: World War 2 (History)	
	A study of the Anglo Saxon 'Lyre' – evidence has been found by archaeologists of a harp like instrument from Anglo Saxon times.	Sing and perform song about 'Thor the Thunderer' from Charanga in unison with good pitch.	A study of Spanish music with a focus on Barcelona, exploring the terms 'dynamics' and 'texture'.		Explore and sing a range of famous music from WW2 (e.g. Vera Lynn – We'll Meet Again, and There'll be Bluebirds Over). Internalise how music creates a feeling as well as reflecting on how music was important for the moral of many soldiers.	

Year 5	Area/Topic: Local History Study / Space	Area/Topic: Our Changing World	Area/Topic: Rivers and Mountains		Area/Topic: Ancient Egypt (History)
	Explore the musical terms 'crescendo' and 'diminuendo', 'forte' and 'piano' while studying Gustav Holst's Planet Suite from Charanga.	Sing and perform to an audience in unison with good pitch. Combine instruments to create a rhythm.	Identify examples of untuned instruments whilst studying 'In the Hall of the Mountain King' by Edvard Grieg. Feel the beat or 'pulse' of music and use untuned instruments to add to the music.		Sing and perform Horrible Histories Cleopatra song in unison with appropriate pitch and dynamics.
Year 6	Area/Topic: Ancient Greeks (History)	Area/Topic: Extreme Earth (Geography)	Area/Topic: Mayan Civilization (History)	Area/Topic: Moving People	Area/Topic: End of Year Performance (DT, Art, Music)
	A study of Greek music, such as Zorba the Greek, exploring how movement relates to the music in traditional Greek dancing and how the music moves from 'adagio' to 'allegro'.	Compose a piece of music reflecting a natural disaster (earthquake, volcanic eruption, tsunami), focusing on 'allegro' and 'adagio' sounds separately being used to represent appropriate moments during a natural disaster.	Explore examples of Mayan instruments and use modern day equivalents to compose a Mayan style piece of music including a repeated rhythm. Know examples of untuned instrument and explore 'timbre' – how musical instruments can produce different sounds when used in different ways.	Know and explore the variety of ways in which the body can be used to make sounds, using BBC Ten pieces 'Connect it' as a stimulus.	Sing and perform in unison a range of songs suited to a personalise reflection on time spent at Ocker Hill Academy. Present to an audience and explore how dynamics can be used in the voice.