



# Music Learning Journey 2020-21

## Year 1

### Music AUTUMN

'Hey You! – Old School Hip-Hop'

1

#### Key learning this half term:

- Learn about 80s hip-hop **culture**.
- Discover the historical context of **musical styles**.
- **Compose** our own raps.
- March in time with the **pulse**.
- Copy and clap back **rhythms**.
- Clap the **rhythm** of our names.
- **Rap** and **sing** in groups.
- Play **instruments** using one or two **notes**.
- **Compose** a simple **melody**.



### Music SPRING

'In The Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra'

1

#### Key learning this half term:

- Six different **styles** of music that link to history, geography, cultures and countries.
- The historical **context** of musical styles.
- **Moving** to different **styles** of music.
- Finding the **pulse** in different pieces of music.
- Copying and clapping different **rhythms**.
- **Singing** in different **styles**.
- **Improvise** using two **notes**.



### Music SUMMER

'Your Imagination – Pop'

1

#### Key learning this half term:

- Apply **imagination** to create our own **performances**.
- **Interpret** different pieces of music by **listening** with our **imagination**.
- **Recognise** the **sound** of a variety of **instruments** from different **pieces of music**.
- **Sing** and enjoy **music** using our **imaginations**.
- **Compose** a simple **melody** using two or three **notes**.
- Apply our **singing**, **instrument** and **dancing** skills to create a class **performance**.



### Music AUTUMN

Kerry Andrew - 'No Place Like'

2

#### Key learning this half term:

- Learn about action songs that link to the theme of **home**
- Recognise different **sounds in the environment**.
- **Mimic** different everyday sounds.
- Learn about **female composers**.
- Clapping back **rhythms**.
- Making up your own **rhythm**.
- **Perform** our own version of the piece.



### Music SPRING

Jean Sibelius - 'Finlandia'

2

#### Key learning this half term:

- Explore **loud and quiet** sounds.
- Make sounds on our **bodies**.
- Make a **graphic score** and new pieces of music.
- **Sing** in different languages.
- **Listen** to music from another country.
- Create **movement** to music.
- **Play** classroom instruments.



### Music SUMMER

Vaughan Williams - 'The Lark Ascending'

2

#### Key learning this half term:

- Learn what a **composer** is.
- Explore the difference between **high and low pitch**.
- **Lead** a musical activity in groups.
- **Listen and identify** sounds outside.
- **Mirror** the sounds we hear outside.
- Link **instruments** to a **character**.
- Suggest new **lyrics** to a song.
- **Compose** short pieces of music.





# Music Learning Journey 2020-21

## Year 2

### Music AUTUMN

Pyotr Tchaikovsky - 'Russian Dance' and 'Waltz of the Flowers' **1**

#### Key learning this half term:

- **Listen and reflect** on a piece of orchestral music.
- Create our own **dances** to music.
- Create our own **rhythmic ostinatos** and structure them into a **piece**.
- **Perform** a waltz as an **ensemble**.
- Begin to learn a simple **staff notation**.
- Learn **musical language** to discuss the piece.

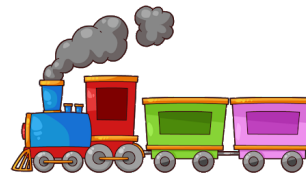


### Music SPRING

Heitor Villa-Lobos - 'The Little Train of Caipira' **1**

#### Key learning this half term:

- **Listen and reflect** on a piece of orchestral music.
- Create our own piece of music using **instruments** and **voice**.
- **Perform** as an ensemble.
- Learn **musical language** to describe and discuss the piece.
- **Improvise** and **compose** to tell a story through music.



### Music SUMMER

Anna Clyne - 'Night Ferry' **1**

#### Key learning this half term:

- **Listen and reflect** on the themes of the music.
- Invent our own **musical motifs** and structure them into a piece of music.
- Listen with **attention to detail** and recall the sounds using our aural memory.
- Create a **graphic score** to reflect the music.
- Learn new **musical terms** to describe the piece.



### Music AUTUMN

'Ho Ho Ho—Christmas, Big Band, Motown, Elvis, Freedom Songs' **2**

#### Key learning this half term:

- Christmas and Christmas **vocabulary**.
- The historical **context** of **musical styles**.
- **Moving** in different ways to the **pulse** of the music.
- Copying and clapping back **rhythms**.
- Making up your own **rhythm**.
- Learning how **pitch**, **pulse** and **rhythm** work together.
- **Improvise** with words.



### Music SPRING

'Zootime – Reggae' **2**

#### Key learning this half term:

- How music represents **animals** and **poetry**.
- The historical **context** of **musical styles**.
- **Movement** of our bodies to music in different **styles**.
- Learning about **voice** as an **instrument**.
- **Singing** together as a class.
- **Performing** to an audience.
- **Compose** simple **melodies** using specific **notes**.



### Music SUMMER

'Friendship Song' **2**

#### Key learning this half term:

- Learn about friendship and how to be a good friend.
- Choose our own way of finding the **pulse**.
- Clap to a variety of different **rhythms**.
- **Sing** in **two parts** in small groups.
- **Improvise** and **compose** using a variety of **instruments** and our **voices**.
- **Improvise movement** to our **musical performances**.





# Music Learning Journey 2020-21

## Year 3

### Music AUTUMN

'Let Your Spirit Fly – R&B, Western Classical, Musicals, Motown, Soul' 1

#### Key learning this half term:

- the **historical context** of **musical styles**.
- Finding the **pulse** as we listen to music.
- Describing the **structure** of a piece of music.
- Identifying style indicators of **R&B music**.
- Copying back a **melody** using two **notes**.
- **Improvising** using up to three **notes**.

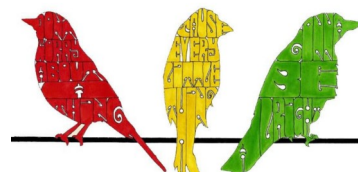


### Music SPRING

'Three Little Birds – Reggae' 1

#### Key learning this half term:

- Music in relation to animals, **Jamaica** and **Poetry**.
- The **historical context** of **musical styles**.
- Describing the **structure** of the piece of **music**.
- Identifying the **instruments** and **voices** we can hear.
- **Singing** in unison.
- Playing **instrumental parts** with the **music** by ear/from notation.
- Identifying style indicators of **Reggae music**.

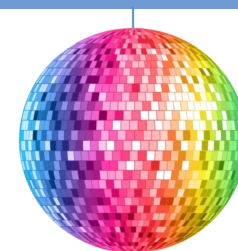


### Music SUMMER

'Bringing Us Together – Disco' 1

#### Key learning this half term:

- Discuss friendship and being kind to one another.
- Discuss respect, acceptance, peace, hope and unity.
- Describe how the words of a **song tell a story**.
- Play **instrumental parts** with a song **by ear/from notation**.
- **Compose** a simple **melody** using the **pentatonic scale**, **C, D, E, G** and **A**.
- Perform **compositions** and explain how we learnt the song.



### Music AUTUMN

George Gershwin - 'Rhapsody in Blue' 2

#### Key learning this half term:

- **Listen and reflect** on an exciting piece of orchestral music.
- Learn about **dynamics** and the effect on the music.
- Discuss **musical motifs** and create our own motifs.
- **Improvise and compose** our own musical piece using untuned percussion and voice.
- Create a **soundscape** to reflect city sounds.
- **Perform** as an ensemble.



### Music SPRING

Grazyna Bacewicz - 'Overture' 2

#### Key learning this half term:

- Learn about music composed during **WW2** and writing music in secret.
- Learn about and discuss **female composers**.
- Create an **introduction** using the composer's rhythms.
- Transform **morse code** into **musical motifs**.
- Perform **fanfares** as an ensemble.
- **Writing stories** that reflect the music.



### Music SUMMER

Ravi Shankar - 'Symphony' 2

#### Key learning this half term:

- Research **Indian music** and instruments.
- Learn about tradition Indian **drones and ragas** rather than major and minor scales.
- **Improvise** solos.
- Create **two-note patterns** and learn about **call and response**.
- Create and perform a musical **coda**.





# Music Learning Journey 2020-21

## Year 4

### Music AUTUMN

Edvard Grieg - 'In The Hall of the Mountain King' 1

#### Key learning this half term:

- Learning about **Norwegian folklore**.
- Discussing how music can tell a **story**.
- Identifying the **musical genre** of the piece.
- Invent our own **musical motifs** and structure them into our own **piece**.
- **Perform** as an **ensemble**.
- **Recall** sounds and motifs using our aural memory.



### Music SPRING

Anna Meredith - 'Connect It' 1

#### Key learning this half term:

- **Listen and reflect** on a piece of modern classical music.
- Create **body percussion** motifs.
- Learn about **canon** and create our own.
- **Orchestrate** our ideas into a piece.
- Use **technical terminology** to talk about and structure our ideas.
- **Perform** in front of an audience.



### Music SUMMER

Hans Zimmer - 'Earth' 1

#### Key learning this half term:

- Learn about the famous, self-taught **German composer**.
- Using **technology** alongside an **orchestra**.
- Create **artwork** inspired by the music.
- Learn to play **shimmers**.
- Create **three-note repeating patterns** and play with different **durations**.
- Learn about **dynamics**.



### Music AUTUMN

'Mamma Mia – ABBA' 2

#### Key learning this half term:

- The **structure of songs**, linked to literacy.
- Music and **styles** from the 70s and 80s.
- Analysing **performance**.
- **Sweden** as a country.
- Finding the **pulse** as you are listening to music.
- Identifying **instruments** in the music.
- Listening to the sound of instruments **imitating** other instruments – e.g. a keyboard imitating strings.
- Playing and copying back using two **notes**.
- Playing **instrumental parts** with the song by ear/from notation.



### Music SPRING

'Lean on Me – Gospel' 2

#### Key learning this half term:

- **Gospel** in its **historical context** – from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé, and different choirs.
- Analysing **performances**.
- Identifying the **structure** of a **song**.
- Playing **instrumental parts** by ear/from notation, using up to four **notes**.
- **Improvising** using up to three **notes**.
- Composing a simple **melody** choosing from the **notes** D, E, F, G and A.



### Music SUMMER

'Blackbird - The Beatles (Pop)' 2

#### Key learning this half term:

- Civil rights and equality
- Listen to and identify **vocals**, **acoustic guitar**, **percussion** and **birdsong**.
- **Play** and **reply** using two **notes**.
- **Improvise** and **compose** music to tell an important **story/ message**.
- **Perform** to an audience, explain how and why we learned this song.





# Music Learning Journey 2020-21

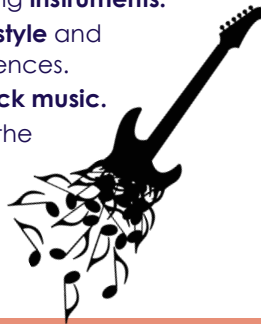
## Year 5

### Music AUTUMN

'Livin' On A Prayer – Rock Anthems' 1

#### Key learning this half term:

- How rock music **developed** from The Beatles onwards
- Analysing **performance**.
- Questioning and answering using **instruments**.
- Comparing songs of the same **style** and discussing similarities and differences.
- Identifying style indicators of **rock music**.
- Playing **instrumental parts** with the notes G, A, B or D, E, F# and G.



### Music SPRING

'Make You Feel My Love – Pop Ballads' 1

#### Key learning this half term:

- **Historical context** for **ballads**.
- Discussing the **tempo**, **dynamics** and **texture** of music.
- Playing and copying back with three **notes**.
- **Composing** a simple **melody** using simple **rhythms**.
- **Performing** our **compositions** to an **audience**.



### Music SUMMER

'Dancin' In The Street – Motown' 1

#### Key learning this half term:

- Learn about the **history of Motown**.
- Understand the significance of **Motown** in the development of **popular music**.
- Learn about Civil rights.
- Explore different **instruments** to make a class **ensemble**.
- Sing in **two parts** using small groups.
- Learn **songs from memory** and understand the reason why they were written.
- **Improvise** using our own **instruments**.
- **Rehearse** our own parts of a **performance** piece.



### Music AUTUMN

Gustav Holst - 'Mars' 2

#### Key learning this half term:

- **Listen and describe** a piece of music.
- Use music as a **stimulus** for **artwork**.
- Learn two **asymmetrical ostinatos**.
- **Orchestrate** our work and create **crescendos**.
- **Invent** ostinatos in a marching style.
- Play appropriate **instruments** to structure our ostinatos.
- Form a **larger piece of music** from smaller pieces.
- Create Holst's **coda** following a diagram.



### Music SPRING

Florence Price - 'Juba Dance' 2

#### Key learning this half term:

- Learn about **female composers**.
- Create **movement** inspired by the music.
- Learn and invent **body percussion ostinatos**.
- Learn to play an '**um-pah**' **pulse**.
- **Transfer** body percussion onto **instruments**.
- Learn about **rondo form** and **codas**.



### Music SUMMER

Leonard Bernstein - 'Mambo' 2

#### Key learning this half term:

- Listen and **describe** a piece of music.
- Create and perform a **rhythmic pattern** to a pulse.
- **Orchestrate** a rhythmic pattern.
- Learn to play **mambo pulse and rhythms**.
- Choose appropriate **instruments** and work in groups to perfect the pulse.
- Learn and invent a **melody**.
- Create short pieces using **pulse, ostinato and melody**.





# Music Learning Journey 2020-21

## Year 6

### Music

### AUTUMN

Giuseppe Verdi - 'Dies Irae' and 'Tuba Mirum'

1

#### Key learning this half term:

- **Listen and describe** a piece of music.
- **Create artwork** inspired by the music.
- Discuss **good vs evil** and the concept of the **day of judgement**.
- Learn and **orchestrate motifs**.
- Learn to sing **antiphonally**.
- Write words and **melody**.
- **Orchestrate** ideas to create a **fanfare**.
- **Perform** in front of an audience.



### Music

### SPRING

Delia Derbyshire - 'Doctor Who Theme'

1

#### Key learning this half term:

- Learn about **female composers**.
- Make a **graphic score**.
- Use **found sounds** to create melodies and music.
- Using **technology** to **record and arrange** music.
- **Manipulate** sounds using **editing software**.
- **Structure** sections of music into a bigger piece.
- **Analyse** our music and **improve** it.



### Music

### SUMMER

Steve Reich - 'Music for 18 Musicians'

1

#### Key learning this half term:

- Learn about **contemporary composers**.
- **Listen and reflect** on a piece of **minimalist** music.
- Learn to clap a **pulse in six** and how to split it up different ways.
- Invent an **ostinato** and **manipulate** it.
- **Orchestrate** an ostinato, following a **conductor**.
- Sing long, floating **melodies** over minimalist percussion.



### Music

### AUTUMN

'Happy - Pop/Neo Soul'

2

#### Key learning this half term:

- What makes us happy? How does music influence our **mood**?
- Video projects with musical examples.
- Identifying **style indicators** in different pieces of music.
- Describe the **structure** of the music and the musical **dimensions** we can hear.
- **Singing** in **two parts**.
- Playing **instrumental parts** with the song using **notes A, G and B**.



### Music

### SPRING

'You've Got A Friend - The Music of Carole King'

2

#### Key learning this half term:

- **Carole King's** importance as a female **composer**.
- The world of **popular music**.
- Listening and describing **structure, style indicators, instruments, voices** and **musical dimensions**.
- Playing and copying back using a range of **notes**.
- Playing **instrumental parts** by ear and from notation
- **Improvising** and **composing**.



### Music

### SUMMER

'Music and Me - Music and Identity'

2

#### Key learning this half term:

- Focus on **inspirational women** working in music.
- Discuss the **perpetuation of gender-specific** roles in society.
- Develop our **positive self-identities** through music.
- **Create** our own music that reflects our **identity**, through **lyrics, melodies and rap**.
- **Perform, share and present** our work, with a focus on **positive identities**.

