

Berkswich CE Music Overview - Summary of Units						
(see also performance overview)						
	Year One	Year Two	Year Three	Year Four	Year Five	
	All About Me (pulse and rhythm) Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities, including singing the shape of a melody, playing on the pulse and creating word rhythms.	Animals (West African call and response) Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation. Progressing to creating animal-based call and response rhythms, using tempo, dynamics and timbre and playing in time with group members.	Pentatonic Scales (folk music from china, melodies and composition) Understanding that music from different parts of the world and different times, has different features. Beginning to show an awareness of metre. Playing and creating pentatonic melodies, composing and performing a piece of music in a group using layered melodies. Evaluating using musical vocabulary.	Indonesia (instrumental unit four) Learning about the key features of gamelan music, including the Slendro scale and cyclical rhythmic patterns, identifying traditional gamelan instruments, learning about the concept of an octave and exploring how different timbres are used. Playing a gamelan inspired piece in two parts on tuned percussion using staff notation.	Ancient Egypt (compositional notation) Identifying the structure, pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of stave notation. Using stave notation to compose and perform their own. Play a melody with reasonable accuracy.	Folk Songs (melody and rhythm) Exploring the structure of folk songs, appraising different folk songs (different purposes of composition) and creating their own folk songs in pitch.
Classical music, dynamics and tempo	Snail and Mouse (classical music, dynamics and tempo) Using voices, bodies and instruments to listen and respond to different pieces of music that are slow and fast. Observe others and move, speak, sing and play with some accuracy. Learning and performing a rhyme and song with a focus on tempo (keeping a steady pulse and singing in time from memory).	Traditional Western Stories (orchestral instruments) Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. Using knowledge of timbre, tempo and dynamic changes when creating a piece of music.	South Africa (instrumental unit one) Learning the basics of staff notation, including crotchets, crotchet rests, minims and semibreves, recognising these by ear and from notation. Exploring South African music, singing and playing a gumboot dance-style piece in two parts, creating a harmonic ostinato.	Rock and Roll (bass lines) Recognising and discussing the stylistic features of different genres, styles and traditions of music. Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line on tuned percussion, and performing a whole-class piece.	Blues (using chords) Identifying the key features and mood of Blues music and its importance and purpose. Learning what a chord is and playing the cord of C. Learning the 12-bar Blues and the Blues scale (ascending and descending), and combining these to create an improvised piece with a familiar, repetitive backing.	Developing Control (tempo and dynamics) Developing control when singing and playing, following simple instructions, singing and playing in time, a good understanding of tempo and dynamics.
Under the sea	Under the Sea (musical vocabulary) Exploring key musical vocabulary, through making visits to underwater worlds and a coral reef. Listening and moving to different types of sea-themed music, responding to changes and choosing instruments with appropriate timbre to represent undersea creatures. Create pitches and rhythms and perform a layer of the music within an overall piece.	Musical Me (letter notation and folk) Learning to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody. Learning to show a range of emotions using voices. Playing known melodies using letter notation in the correct order and invent new ones with different dynamic levels.	Jazz (syncopated rhythms) Playing ‘off beat’ and singing a syncopated rhythm. Learning about ragtime style music, traditional jazz music and scat singing. Children improvise a scat singing performance with sounds and words. Create a jazz motif using a swung rhythm using tuned percussion with a jazz version of a nursery rhyme.	India (instrumental unit five) Learning and understanding the history and key features of Indian Bollywood films and their key musical features. Through composition, investigating how ambient sounds can be used to enhance a film score, practising staff notation and performing a film sequence using instruments and movements.	South and West Africa (chords and rhythms) Learning ‘Shosholoza’, a traditional South African song, playing the accompanying chords, maintaining time. Using tuned percussion and learning to play the djembe and mastering some dance moves. Singing with the correct pronunciation and maintaining a part with accuracy. Playing more complicated rhythms in time and with rests.	Exploring Film Music (instrumental unit six) Exploring film music, recognising scales and chords and using body percussion to create a theme.
Fairy tales	Fairy tales (timbre and rhythmic patterns) Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.	Space (orchestral: dynamics, timbre, tempo and motifs) Identifying dynamics, timbre, tempo and instruments in music heard, and comparing pieces by the same composer. Explaining how some the same instruments can have many different sounds. Visually representing music in creative and more formal ways and learning to play and compose motifs.	Caribbean (instrumental unit two) Learning about the history and features of Calypso music, including the importance of percussion instruments in Trinidad. Performing a calypso-style song with voices and tuned percussion - playing this in two parts from staff notation (including quavers) and adding their own improvisations. Applying learning when using a pentatonic scale.	Rivers (changes in pitch, tempo and dynamics) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance, using notation and performance directions to represent their composed ostinato. Children sing a cappella in tune and in harmony with others, developing breath control.	Holi: The Festival of Colour (composition) Exploring the associations between music, sounds and colour, composing - justifying purposeful choices using musical terms correctly. Recording their compositions in written form and collaborating to create and perform their own musical composition to represent Holi.	Exploring Variations (composition) Exploring variations, 'translating' classical music into instrumental sections (within a theme) and creating their own theme and variations.
Superheroes	Superheroes (pitch and tempo) Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help to tell a story and make music more exciting. Altering and controlling instruments and voices to make both quiet and loud sounds. Creating and following graphic scores.	On This Island: British Songs and Sounds (folk and contrasting compositions) Singing, playing and following instructions to perform as a group. Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.	India (traditional instruments and improvisations) Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments. Reading musical notation to play the correct notes of the rag. Creating improvisations along to a drone and tal. Singing with an awareness of other children’s parts.	North America (instrumental unit six) Exploring the music of composers like Philip Glass and Steve Reich, learning about the key features of minimalism, such as interlocking patterns and layered textures. Considering how minimalism has been influenced by other musical styles, while singing and playing a minimalist piece (‘Interlocking Patterns’) in two parts to apply their skills in reading staff notation and playing tuned percussion.	Dance Music (looping and remixing) Learning how dance music is created, focusing particularly on the use of loops. Starting with body percussion rhythm loops in time with a group. Learning how to play a well-known song before putting a dance music spin on it to create their own versions with a clear structure, backbeat and two different loops (using knowledge of octaves as appropriate).	Exploring 1600-1800 (composition) Exploring 1600-1800 music, composing and styling a piece, writing a canon, knowing musical notation. Playing and composing music, learning about the history and features of music.
By the sea	By the Sea (vocal and body sounds) Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments. Controlling instruments and voices to make both quiet and loud sounds. Creating and following graphic scores. Making a variety of sounds with their voices and instruments and creating a graphic score that can be played from.	Myths and Legends (texture) Creating rhythms and arranging them in a particular order or structure. Describing musical texture (thick or thin). Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning to create music through the use of a graphic score with textural layers.	South America (instrumental unit three) Learning about the history and features of Latin American music. Performing a salsa style piece in piece parts from staff notation and adding their own improvisations on tuned and untuned percussion. Developing performance techniques, including song and dance.	Samba and Carnival Sounds and Instruments (South America) Introducing samba and the sights and sounds of the carnival celebrations, such as Carnival in Brazil. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Musical Theatre (combining performances) An introduction to the features of musical theatre. Categorising action songs or character songs. Learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects, including smooth transitions between dialogue, singing and dancing.	Creating a Musical (performance) Creating a musical, their experience, critiquing and exploring the track and percussion notation in the lyrics.