

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	<p>Where in the World?</p>	<p>525,600 minutes</p>	<p>All aboard!</p>	<p>Move It!</p>	<p>The Animals came in two by two</p>	<p>Speak up!</p>
	<p>Music from the 7 continents focusing on; rhythms, pitch, basic dynamics.</p> <p>Outcome: Use drums to keep the rhythm to a South American piece of music.</p> <p>Performance: Assembly Drumming Performance in costume!</p>	<p>Vivaldi: The Four Seasons focusing on; speed, dynamics, descriptive weather sounds.</p> <p>Outcome: Use percussion instruments to make descriptive sounds linked to the weather.</p> <p>Recording of Threshfield's own seasonal music considering the element and the landscape around us including seasonal changes.</p>	<p>Space Exploration with Holst's Planet Suite focusing on; tempo, rhythm, dynamics, descriptive colour sounds.</p> <p>Outcome: Be able to create a short piece of writing and a picture describing the music from your favourite planet.</p>	<p>Music that we can dance to focusing on rhythm, tempo, expression. Link to Autumn 1.</p> <p>Outcome: Let's Dance! Learn a French Folk dance called Ronde De Bouteille. Keep the rhythm and move to the beat!!</p> <p>Performance: Assembly performance of our folk dance</p>	<p>Music from Barnum and Carnival of the Animals. Look at the different styles of music but the same subject matter. Animal sounds and music that creates excitement and intrigue.</p> <p>Outcome: Choose an animal and create some music to describe that animal.</p>	<p>Looking at soundwaves, speech and how alternative/electronic sounds can be made.</p> <p>Outcome: Use speech and sound effects to accompany and enhance a spoken poem.</p> <p>Performance: Assembly performance of our exciting poem.</p>

<p>3&4</p>	<p>Greek Music; Listen to music from around Greece. Are there differences between the mainland and the islands?</p> <p>Comparing Greek Music to Western music and discuss the importance of Greek music and its influence in today's music.</p> <p>Outcome: Learn the Greek national anthem.</p> <p>Performance of anthem at school Assembly (maybe smash some plates???)</p>	<p>Focusing on time speeding up and slowing down - accelerando and ritardando.</p> <p>Outcome: learn two songs that contrast in genre but that both use accelerando and ritardando to create performance effects.</p> <p>Performance: Songs can be shown in assembly with an explanation of the italian phrases provided by the pupils</p>	<p>Syncopated rhythms as heard in the rhythm of a train. Listening to music that uses syncopation and describing what this does to the music and how it can make the listener feel. What type of music uses syncopation?</p> <p>Outcome: To be able to recognise and write a short syncopated rhythmic phrase and perform it using percussion. Write your rhythmic phrase on manuscript paper or on Flat IO software and describe in your own words what syncopation is.</p>	<p>How music has changed through the years - decades review focusing on changes in beat, style and lyrics.</p> <p>Outcome: Learn some songs and dances that were prevalent through the decades.</p> <p>Performance: Assembly performance of a mash up performance of dances to "popular" music through the decades.</p>	<p>Peter and the Wolf?</p> <p>How each instrument represents the characters. Identify through listening which parts of the orchestra are playing and understand why.</p> <p>Outcome: Using instruments, create your own music for an animal from Peter and the Wolf. Think about how to make the character recognisable through an instrument.</p> <p>Performance: Recording of the character instruments and a short aural explanation of that character.</p>	<p>Understanding how pitch works and how different notes are produced. Along with a look at how different instruments produce their notes and sounds.</p> <p>Outcome: To be able to name the notes and create a simple harmony. Learn a song in harmony.</p> <p>Performance: Harmony song to be performed in assembly</p>
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<p>5&6</p>	<p>Viking Music</p> <p>Listening to Viking/ Scandinavian music focusing on powerful themes, rhythm, tempo & dynamics.</p> <p>What did the Vikings use music for?</p> <p>Outcome: Create some rhythmic Viking music that can have a call and response element to it.</p> <p>Perform our call and response music at assembly.</p>	<p>Time signatures and in particular on Ternary.</p> <p>What does it mean, how is it created, what is the impact on music rhythm and where can we hear it?</p> <p>Outcome: Understand time signatures and be able to identify them in a piece of music. Pop quiz to consolidate knowledge</p>	<p>How does electricity affect music?</p> <p>Review music that was produced and performed pre and post the invention of electricity.</p> <p>Outcome: Write a short piece about how electricity changed music and whether or not you think it has been a positive influence.</p>	<p>Specific focus on Rock and Roll.</p> <p>How did rock and roll directly influence modern music? What was different about Rock and Roll than anything that came before it?</p> <p>Outcome: Pop quiz on music history focusing predominantly on Rock and Roll</p>	<p>Soundtracks and sound effects.</p> <p>Looking specifically at the music in the Harry Potter movies and making a comparison to historical compositions.</p> <p>Focus on music repeating and telling the audience that they are familiar with the work and how cadences are used to keep viewers in suspense or help tell us that something has come to a conclusion.</p> <p>Outcome: Write some musical cadences that have different outcomes. Music can be written on manuscript or Flat IO software</p>	<p>END OF YEAR PLAY/MUSICAL</p>
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