



Overchurch Junior School Music subject content and long term plan.

Key Stage 2

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the interrelated dimensions of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

NEW - There will also be a timetable for listening to different pieces of music throughout the key stage to broaden the children's experiences of music from different ages.

Year	Autumn	Spring	Summer
3	<p>Let Your Spirit Fly</p> <ol style="list-style-type: none"> 1.Listen to a variety of different styles of music and appraise. 2.Keep a steady beat, clap a rhythm. 3.Use correct musical language to describe music, eg duration, timbre, pitch, beat, tempo, texture, rhythm. 4.Sing songs with accurate pitch. 5.Understand the importance of pronouncing the words in a song well. 6.Control the voice when singing. 7. Sing together in an ensemble or group. 	<p>Three Little Birds Glockenspiel Stage 1</p> <ol style="list-style-type: none"> 1.Sing songs with accurate pitch. 2.Understand the importance of pronouncing the words in a song well. 3.Control the voice when singing. 4. Sing together in an ensemble or group. 5.Play notes on instruments with care so that they sound clear. 6.Perform with control and awareness of what others in the group are playing or singing. 7. Compose and perform melodies and songs. 8. Recognise and create repeated patterns using untuned and tuned percussion instruments. 9. Improvise simple melodies using 2 notes. 10. Create accompaniments for tunes. 11.Practise, rehearse and perform with awareness of an audience. 	<p>Treasure Island (bbc school radio)</p> <ol style="list-style-type: none"> 1. Sing in tune with clear diction. 2. Listen to music with an increasing attention to detail.Internalize and recall sounds with increasing aural memory. 3.Play tuned and untuned instruments with increasing control and rhythmic accuracy. 4. Create and develop musical ideas - composing. 5 Analyse and compare music. Explain own ideas and feelings about music. 6.Practice, prepare and perform with an awareness of the audience.

<p>4</p>	<p>Glockenspiel Stage 2</p> <ol style="list-style-type: none"> 1. Listen with increasing concentration to a variety of music from different styles, traditions and times and begin to place music in its historical context. 2. Find and internalise the pulse of a piece using movement. 3. Use correct musical language to describe music, eg. Duration, rhythm, dynamics, timbre, pitch, beat, tempo and texture. 4. Keep a steady beat, clap a rhythm, improvise a rhythm, improvise using the voice. 5. Explore and create music using classroom percussion, tuned and untuned, to play melodies, tunes and accompaniments, and to improvise and compose. 6. Experience playing together in a group. Join in and stop as appropriate. Learn to follow a conductor. 7. Perform with control and awareness of what others in the group are playing. 8. Learn to treat instruments with respect and use correct techniques to play them. 9. Begin to recognise an awareness of a link between shape and pitch using graphic notation. 10. Improvise simple melodies using 2 notes, increasing to 3. 11. Practise, rehearse and perform with awareness of the audience 	<p>Mamma Mia Lean on Me</p> <ol style="list-style-type: none"> 1. Listen with increasing concentration to a variety of music from different styles, traditions and times and begin to place music in its historical context. 2. Find and internalise the pulse of a piece using movement. 3. Use correct musical language to describe music, eg. Duration, rhythm, dynamics, timbre, pitch, beat, tempo and texture. 4. Keep a steady beat, clap a rhythm, improvise a rhythm, improvise using the voice. 5. Sing songs with accurate pitch within a limited range. 6. Sing together in an ensemble or group. 7. Show voice control when singing. 8. Perform with control and awareness of what others in the group are singing. 	<p>Blackbird</p> <ol style="list-style-type: none"> 1. Listen and appraise songs of a similar style. 2. Identify some of the style indicators of songs(musical characteristics that give the song its style). 3. Identify musical dimensions featured in songs, e.g. texture, dynamics, tempo, rhythm and pitch. 4. Identify the main sections of songs, e.g. introduction, verse, chorus, etc.) 5. Confidently identify and move to the pulse of a song. 6. Talk about music and how it makes you feel. 7. Listen carefully and respectfully to other people's thoughts about music. 8. Be able to clap and say back rhythms, leading to creating own simple rhythms and finally lead the class using simple rhythms. 9. Listen and sing back simple tunes, leading to copying back with instruments, without notation and finally with notation. 10. Sing in unison and simple 2 parts following a leader. 11. Sing with an awareness of being in tune.
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<p>5</p>	<p>Livin' on a Prayer</p> <ol style="list-style-type: none"> 1. Listen with concentration to a variety of music from different styles, traditions and times. 2. Find and internalise the pulse of a piece using movement. 3. Use correct musical language to describe music, eg. Duration, rhythm, dynamics, timbre, pitch, beat, tempo and texture. 4. Find and internalise the pulse confidently. Maintain a strong sense of pulse throughout a piece and recognise when you are going out of time. 5. Sing songs with accurate pitch. Breathe and pronounce words well. 6. Sing together in an ensemble or group. Perform in a round. 7. Perform with control and awareness of what others in the group are singing. 8. Have a greater understanding of melody, words and their importance and how to interpret a song musically. 9. Talk about music and how it makes you feel. 10. Listen carefully and respectfully to other people's thoughts about music. 	<p>Liverpool Philharmonic Scheme</p> <ol style="list-style-type: none"> 1. Listen with concentration and use imagination. 2. Respond to and become familiar with the music to be performed at the Liverpool Philharmonic Concert. 3. Begin to develop an awareness of music within a historical timeline. 	<p>Classroom Jazz 1 The Fresh Prince of Bel Air.</p> <ol style="list-style-type: none"> 1. Explore and create music using classroom percussion, tuned and untuned, to play melodies, tunes and accompaniments. 2. Play and perform in solo and ensemble contexts, with increasing accuracy, fluency, control and expression and maintain an appropriate pulse. Join in and stop as appropriate. Learn to follow a conductor. 3. Perform with control and awareness of what others in the group are playing. 4. Learn to treat instruments with respect and use correct techniques to play them. 5. Select and learn an instrumental part with sufficient challenge. 6. Improvise initially using 1 note, leading to 2 and finally 3 notes. 7. Compose simple melodies using up to 5 notes and simple rhythms. 8. Listen to and reflect upon your composition. 9. Record compositions using graphic/pictorial notation (including ICT). 10. Practice, rehearse and perform with an awareness of the audience.
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<p>6</p>	<p>Happy - Pharrell Williams Christmas songs</p> <ol style="list-style-type: none"> 1. Listen and appraise songs of a similar style. 2. Use correct musical language to describe music, eg. Duration, rhythm, dynamics, timbre, pitch, beat, tempo and texture. 3. Be able to identify the style indicators of a piece (musical characteristics that give a piece its style). 4. To identify and move to the pulse of the music with ease. Maintain a strong sense of pulse throughout a piece and recognise when you are going out of time. 5. Identify the structure of the piece/song, eg. introduction, verse, chorus, etc, and name instruments used in a piece/song. 6. Think about the message of a song or piece. 7. Compare two songs in the same style, talk about their similarities and differences. 8. Sing songs in an ensemble or group with accurate pitch. Breathe and pronounce words well. Perform with control and awareness of what others in the group are singing. 9. Have a greater understanding of melody, words and their importance and how to interpret a song musically. 10. Talk about music and how it makes you feel. 11. Listen carefully and respectfully to other people's thoughts about music. 	<p>You've got a Friend - Carole King</p> <ol style="list-style-type: none"> 1. Listen with concentration to songs of a similar style and place music in its historical context. 2. Identify some of the style indicators of songs(musical characteristics that give the song its style). 3. Understand what a song's lyrics are about. 4. Identify musical dimensions featured in songs, e.g. texture, dynamics, tempo, rhythm and pitch. 5. Identify the main sections of songs, e.g. introduction, verse, chorus, etc.) and name some of the instruments used. 6. Confidently identify and move to the pulse of a song. 7. Think about the message of a song or piece. 8. Compare two songs in the same style, talk about their similarities and differences. 9. Talk about music and how it makes you feel. 10. Listen carefully and respectfully to other people's thoughts about music. 11. Copy back, listen and sing back rhythms that include syncopation and off beats. 12. Sing in unison and backing vocals, and be able to follow a leader. 13. Sing with an awareness of being in tune and of how your part fits into the group. 	<p>Music and Me (Inspirational women) Leavers' Production</p> <ol style="list-style-type: none"> 1. Listen and appraise music from 4 different inspirational female artists. 2. Talk about the music and connect to previous knowledge and understanding. 3. Find out about the artists and their work. - How they create music, how it has helped build their confidence and how music makes them feel. 4. Create own music (melody) on the theme of Identity using up to 5 different notes and simple rhythms. 5. Create own lyrics in the form of a song or rap. 6. Listen to and reflect as the composition develops and make musical decisions about how the melody connects with the song or rap. 7. Record compositions using graphic/pictorial notation (including ICT). 8. Practice, rehearse and perform your piece in an interesting and engaging way with an awareness of the audience. 9. Reflect on your music's strengths and weaknesses. 'What went well' and ' It would have been even better if...'
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