



# Curriculum

## Subject Overview



Music





# Wise Owl Trust

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### Music Overview

	Autumn			Spring				Summer		
<b>Year 1</b>	<b>Singing</b> Songs from The Lion King and other Disney stories.	<b>Listening</b> To listen to African-style music.	<b>Composition</b> Making compositions using percussion instruments.	<b>Composition</b> Experimenting with instruments to represent different characters.	<b>Singing</b> Rhymes and raps focussing on syllables and rhythm.	<b>Singing</b> Songs linked to the environments studied.	<b>Composition</b> Exploring rhythm and using a range of instruments to make compositions inspired by the environments studied.	<b>Listening</b> Listening to and describing sounds.	<b>Making</b> Rainmakers.	
<b>Year 2</b>	<b>Singing</b> Experiment with songs and chants e.g. 'Ring a ring o' Roses' and 'London's Burning'.		<b>Composing</b> Representations of 'hot' and 'cold'. Experimenting with pitch, tempo and dynamics.	<b>Singing</b> Learning and performing Native American chants with clapping patterns.	<b>Composition</b> Making tribal chants.	<b>Singing</b> Sing and follow a melody – Learn and sing the National Anthem.	<b>Listening</b> To listen to a range of music from across the Queen's reign.	<b>Composing</b> Celebration music.		
<b>Year 3</b>	<b>Listening</b> Listening to a range of pieces considered as 'inspirational'. What is it about music that makes us feel pumped up and ready to go?	<b>Composing</b> Experimenting with tempo, dynamics, structure, timbre etc to compose their own pieces of inspirational music.	<b>Music in Culture</b> Exploring tribal music and the role it serves in tribal communities. Composing their own pieces with percussion instruments.	<b>Musician Study</b> Ludovico Einaudi's piece called 'Elegy for the Arctic'.	<b>Composition</b> Creating their own sounds to represent the eruption of a volcano. Creating their own compositions about climate change.	<b>Singing</b> Songs about climate change (Sing Up).	<b>Composition</b> Writing and performing rhythmic compositions for the sounds of a train	<b>Singing</b> Singing songs about the Victorian Era throughout the unit. For examples, see Sing Up.		
<b>Year 4</b>	<b>Composition</b> Composing their own pieces which represent their story of their trek through the Himalayas.		<b>Singing</b> Singing songs native to the Himalayas.	<b>Science Links</b> Vibration in instruments.	<b>Composition</b> Exploring and composing African celebration music for the release of the gorillas.	<b>History of Music</b> Tribal music	<b>Singing</b> Singing songs of African heritage.	<b>Composition</b> Creating pieces influenced by the sounds of the forest/Viking and Nordic folk music.	<b>Singing</b> Learning Viking Saga songs.	
<b>Year 5</b>	<b>Composers</b> Studying 'Hoist- The Planet Suite'.	<b>Composing</b> Creating their own pieces using a range of instruments, experimenting with tempo, timbre and structure.	<b>Singing</b> Studying how space has made its way into modern music. Singing and writing songs about space.	<b>Composer Study</b> John Cage. What sounds can ice and water make?	<b>Composing</b> Own pieces. Exploring hot and cold sounds, movements of animals.	<b>Writing</b> Writing their own musical scores.	<b>Composing</b> Listening to Mars - The Bringer of War (Holst Planet Suite). Creating their own battle pieces.	<b>Musical History</b> Finding out about Roman instruments.	<b>Singing</b> Singing songs about the Romans.	
<b>Year 6</b>	<b>Singing</b> Singing war time songs and discussing messages in lyrics. Writing and performing own songs.			<b>Singing</b> Singing songs - E.g. 'Come Fly with Me' and 'Amelia'.	<b>Composition</b> Creating pieces of music about flight.	<b>Folk Music</b> Berber folk music 'Chaabi'.	<b>Instruments</b> Building an Erhu.	<b>Traditional Music</b> Flamenco.		

