

Music Lower KS2

Y3/4 Cycle A			Cycle B		
Autumn 1	Spring 1	Summer 1	Autumn 1	Spring 1	Summer 1 (two units)
Creating compositions in response to an animation (Theme: Mountains)	Jazz	Changes in pitch, tempo and dynamics (Theme: Rivers)	Ballads	Traditional instruments and improvisation (Theme: India)	Rock and Roll Instrumental music unit - (South Africa Theme)
Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.
1. To tell a story from a piece of music through movement. 2. To create a soundscape using percussion instruments. 3. To create a range of sounds to accompany a story. 4. To compose and perform a rhythm to accompany a story. 5. To compose and notate a short melody to accompany a story.	1. To sing and clap a syncopated rhythm for a ragtime-style song 2. To improvise a call and response. 3. To be able to scat sing using the call and response format. 4. To create a jazz motif. 5. To adapt a familiar tune using jazz rhythms.	1. To sing in two parts using expression and dynamics. 2. To recognise key elements of music. 3. To perform a vocal ostinato. 4. To create and perform an ostinato. 5. To improve and perform a piece of music based around ostinatos	1. To use musical vocabulary to explain the stylistic features of a ballad. 2. To explore how actions can impact performance. 3. To plan a musical structure inspired by a story. 4. To create lyrics that match a melody. 5. To show awareness of style, structure and features to perform a ballad.	1. To form an opinion of Indian music. 2. To be able to improvise using given notes. 3. To be able to improvise using given notes. 4. To create a piece of music using a drone, rag and tal. 5. To perform a piece of music using musical notation.	1.To understand the history of rock and roll music. 2.To be able to perform with a sense of style. 3. To play a walking bass line on tuned percussion. 4. To be able to play a rock and roll bass line. 5. To be able to play a rock and roll piece of music.
Atmosphere, composition, Ensemble, in-time, letter notation, timbre, melodic pattern, compose,	call and response, jazz, off-beat, ragtime, scat singing, strung quaver, swung rhythm, improvisation, motif, pitch,	A cappella, cue, directing, expression, in the round, melody, notation, breath.control, diction,	Ballad, compose, emotion, facial expression, lyrics, feelings, nonsense words, chorus, dynamics, ensemble, features,	Bollywood, drone, harmonium, Indian flute, melodic line, opinion, rag, compose, dynamics, improvise, lyrics,	Bass line, chorus, flat notes, in-time, notation, rhythmic patterns, beat, dynamics, hand jive, in-

dynamics, influence, layers, melody, notation.	rhythm, swing music, syncopated rhythm.	dynamics, harmony line, layer, mood, opinion.	instrumentals, melody, performance.	notation, pitch, repeated rhythm.	tune, originate, rhythm, rock and roll.	
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Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2
Pentatonic melodies and composition (Theme: Chinese New Year)	Body and tuned percussion (Theme: Rainforests)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)	Haiku, music and performance (Theme: Hanami festival)	Developing singing technique (Theme: the Vikings)
Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.
1. To learn about the music used to celebrate the Chinese New Year festival. 2. To play a pentatonic melody on a tuned percussion instrument 3. To write and perform a pentatonic melody 4. To perform a group composition. 5. To perform a piece of music as a group.	1.. To identify structure and texture in music. 2. To use body percussion. 3.. To create musical rhythms using body percussion. 4. To create simple tunes. 5. To build and improve a composition.	1. To recognise and identify the main features of samba music. 2. To understand and play syncopated rhythms. 3. To play syncopated rhythms as part of a group. 4. To compose a basic rhythmic break. 5. To perform rhythmic breaks within a samba piece	1. To sing in tune and in time. 2. To understand what a musical motif is. 3. To compose and notate a motif. 4. To develop and transpose a musical motif. 5. To combine and perform different versions of a musical motif.	1.To describe the Hanami festival using suitable words and sounds. 2. To represent a blossom tree using sounds. 3. To identify different musical features using descriptive vocabulary. 4. To work as a group to create a piece of music celebrating the Hanami festival. 5. To perform a piece of music to celebrate Hanami.	1. To sing in time with others. 2. To sing in time with others. 3. To recognise simple rhythmic notation by ear and by sight. 4.. To use simple rhythmic notation to compose a Viking battle song. 5. To perform music with confidence and discipline.
accuracy, control, dynamics, expressions, fluency, Glockenspiel, harmony, crescendo, composition, duration, features, folk music, grid notation, layered melodies.	body percussion, compose, contrasting rhythms, loop, record, combine, contrast, dynamics, layers, melody line, pitch, repeated melodies.	agogo, caixa, chocalho, crescendo, dynamics, features, influenced, carnival, composition, ensemble, metronome.	beat, compose, dotted minim, graphic notation, in-tune, key signature, bass line, call and response, crotchet, flats, in time, key, loop.	col legno, descriptive, dynamics, forte, haiku, inter-related dimensions of music, piano, composing, duration, effect, glissando, inspiration, melody, pitch.	accuracy, beat, call and response, melody, in-tune, backing track, body percussion, composition, crotchet, duration, in-time, dynamics.

