



## Music Department Curriculum Overview 2015-16

<b>Year 5</b>	<p><b><u>The Human Drum Kit</u></b></p> <p>Introduction to pulse, beat and simple rhythms</p>	<p><b><u>Christmas Melodies</u></b></p> <p>Play melody of little donkey on tuned hand bells</p>	<p><b><u>That's the theory</u></b></p> <p>Introduction to pitch and written notation</p>	<p><b><u>Keyboard skills 1</u></b></p> <p>Introduction to the piano keyboard The C hand position Applying knowledge of music theory</p> <p>Develop pitch reading</p>	<p><b><u>Percussion</u></b></p> <p>Continuing rhythm and pulse skills Introduction to percussion instruments and playing techniques</p>	<p><b><u>Roundabout</u></b></p> <p>Introduction to the ukulele (C chord) Sing basic rounds in cannon Play a round melody on glockenspiel and Keyboard Compose song lyrics that fit a melody.</p>
	<p><b><u>Junk Music</u></b></p> <p>Composing with rhythm and exploring different timbres, sound qualities, pitch production and materials (linked to sound in science)</p>	<p><b>Competition</b></p>				

<p style="text-align: center;"><b>Year 6</b></p>	<p style="text-align: center;"><b><u>Song writing</u></b></p> <p>Extend ukulele skills</p> <p>Relationship between words and music</p> <p>Local musical styles</p> <p>How locality can affect musical output</p> <p><i>Linked to Geography: The local community</i></p>	<p style="text-align: center;"><b><u>Christmas Songs/ Activities</u></b></p> <p>Play Christmas songs on hand bells, keyboard and tuned percussion.</p> <p>Class and group arrangements of ‘Little Donkey’</p> <p>Compose lyrics for a Christmas Song (re-write The Twelve Days of Christmas)</p>	<p style="text-align: center;"><b><u>World Percussion</u></b></p> <p>Develop prior learning and experience on samba kit and Djembe drum</p>	<p style="text-align: center;"><b><u>Mini Arrangements</u></b></p> <p>Relationship between melody and accompaniment</p> <p>Ukulele skills</p> <p>Melody skills</p> <p style="text-align: center;"><b>Competition</b></p>	<p style="text-align: center;"><b><u>Instruments of the Orchestra</u></b></p> <p>Groupings of instruments</p> <p>Introductions to new pieces of music</p>	<p style="text-align: center;"><b><u>Story board compositions</u></b></p> <p>The Haunted House</p> <p>Composing with structures</p> <p>Selecting sounds to create a intended effect</p> <p>Using sounds descriptively</p>
<p style="text-align: center;"><b>Year 7</b></p>	<p style="text-align: center;"><b><u>Basic Triads</u></b></p> <p>Understand how to construct basic triads on glockenspiel and keyboard</p> <p>Extend tuned percussion skills</p> <p>Extend pitch reading</p> <p>Accompany ‘Eleanor Rigby’ with triads on keyboard and tuned percussion.</p>	<p style="text-align: center;"><b><u>Rock arrangements 1</u></b></p> <p>Instrumental skills</p> <p>Listening skills</p> <p>The rock band of the 60’s and it’s approach to melody and accompaniment</p> <p>Apply understanding of chords and triads.</p> <p>Class and group arrangements of</p> <p style="text-align: center;"><b>Competition</b></p>	<p style="text-align: center;"><b><u>The Music of Africa 1</u></b></p> <p>Djembe playing skills</p> <p>Whole class performance</p> <p><i>Linked to History: The slave trade</i></p>	<p style="text-align: center;"><b><u>Pentatonic Melodies</u></b></p> <p>Music of the far east</p> <p>Composing eastern melodies and arranging</p> <p>Composing music that mimics a different culture</p> <p>Apply Djembe Skills and triad skills (missing third)</p>	<p style="text-align: center;"><b><u>Composing for narrative</u></b></p> <p>The Gruffalo</p> <p>Music in time to spoken words</p> <p>Selecting sounds to create a desired and appropriate effect.</p>	<p style="text-align: center;"><b><u>Musicals</u></b></p> <p>Compare the first ‘musical’ (opera) with modern forces.</p> <p>What is a musical / opera.</p> <p>Play and sing selections from the musicals</p> <p>Extend: keyboard, tuned percussion, ensemble,</p>

<b>Year 8</b>	<p style="text-align: center;"><b><u>How to Harmonise</u></b></p> <p>Recap triads Compose a chord pattern to accompany a simple melody</p>	<p style="text-align: center;"><b><u>The Blues</u></b></p> <p>History and development of the Blues, More use of primary triads</p> <p><i>Linked to History: The Slave Trade</i></p>	<p style="text-align: center;"><b><u>Music and Media</u></b></p> <p>Use of music in film, television, advertising Composing and listening skills</p>	<p style="text-align: center;"><b><u>Music technology Music and Media</u></b></p> <p>Use a computer sequences to composing appropriate music for an animation</p> <p style="text-align: center;"><b>Competition</b></p>	<p style="text-align: center;"><b><u>Samba Sounds 1</u></b></p> <p>Samba drumming skills Whole class performance</p> <p>Extend ensemble playing skills</p> <p>Group composition Mimicking the style of Brazilian samba music.</p> <p><i>Linked to History and Geography: The slave Trade and Brazil</i></p>
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