



Saint Mary's Primary

Music Overview - (Y4/Y5)

TERM	AUTUMN	SPRING	SUMMER
TOPIC	HAIKU, MUSIC AND PERFORMANCE	BODY AND TUNED PERCUSSION	DJEMBE
<i>Musician of month for:</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
MUSICAL INSTRUMENTS	Selection of tuned/untuned instruments/Voice	Tuned percussion instruments	Djembe
PERFORM	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skilful playing (instrument).	• Perform solos or as part of an ensemble. • Sing or play expressively and in tune.	• Perform solos or as part of an ensemble • learn a musical instrument and perform independently.
TRANSCRIBE	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many notes to play.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many notes to play. • Continue to develop ability to read notes on the musical stave. • Develop confidence reading C, D, E, F and G for playing the keyboard/glockenspiel • Use the treble clef to transcribe compositions. • Use and understand simple time signatures.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many notes to play. • Continue to develop ability to read notes on the musical stave.
COMPOSE	• Compose and perform melodic songs. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect.	• Compose and perform melodic songs.	• Compose and perform melodic songs • Combine a variety of musical devices, including melody and rhythm.
LISTEN AND APPRAISE	• Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings. • Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.	• Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings. • Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.	• Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings. • Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.

KEY VOCABULARY

- beat
- dynamics (forte/piano)
- pitch
- Tempo (largo/moderato/presto)
- timbre
- compose
- call and response
- verse and chorus
- melody
- duration
- rest
- notation
- improvise

- round
- texture
- structure
- stave
- minim, crochet and semibreve
- harmony**
- solo**
- unison**
- time signature**
- treble clef**
- scale**



Saint Mary's Primary Lesson Overview – (Y4/Y5)

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<i>Musician of month for:</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
Lesson 1	LO: To describe the Hanami festival using suitable words and sounds.	LO: To identify structure and texture in music.	<u>Lessons taught through music teacher Matt Berry</u> To understand pulse and learn Djembe technique and explore pitch and timbre To understand rhythm and perform it To start to learn an arrangement To be able to read and write rhythms and work on basic notation To compose their own 4 beat rhythm To follow the pulse to a backing track To develop notation skills and introduce mixed groups (quavers/semi quavers/rests) To perform as an ensemble and solo. To recap music terminology
Lesson 2	LO: To represent a blossom tree using sounds.	LO: To use body percussion.	
Lesson 3	LO: To identify different musical features using descriptive vocabulary.	LO: To create musical rhythms using body percussion.	
Lesson 4	LO: To work as a group to create a piece of music celebrating the Hanami festival.	LO: To create simple tunes.	
Lesson 5	LO: To perform a piece of music to celebrate Hanami.	LO: To build and improve a composition.	
Lesson 6	LO: To perform to an audience	LO: To perform to an audience	