



**"Music is one of the most powerful things the world has to offer. No matter what race or religion or nationality or sexual orientation or gender that you are, it has the power to unite us." Lady Gaga**

Music	Y6 Summer	Y6 Spring	Y6 Autumn
<b>Musical Shape Objectives</b>	<b>Timbre:</b> Compare the timbre of different instruments within the same instrument family <b>Duration:</b> Know the meaning of staccato and recognise when notes are played this way within 9 to 5. Know that the composer may have used staccato to convey urgency, precision or action.	<b>Dynamics:</b> Know the meaning of pianissimo (pp), mezzo piano (mp), mezzo forte (mf) and fortissimo (ff) and how this affects drumming volume. <b>Tempo:</b> Know the meaning of andante, allegro and adagio; know how this affects the way a piece of music is played by experimenting with faster and slower drumming.	<b>Pitch:</b> Know how to represent the pitch of the notes ABCDEFG on a staff. <b>Pitch:</b> Use knowledge of musical notation to interpret simple melodic patterns, chords (or harmonies) on a staff <b>Duration:</b> Know the meaning of legato and recognise this within 'We'll Meet Again'. Know that the composer may have used legato to convey elegance, comfort or a sense of romance.
<b>Meaning, Composition, Performance Focus</b>	<b>Meaning:</b> Talk about the way that peoples' experiences and values affect the way musical theatre is comprehended and valued.	<b>Composition:</b> Create and compose drumming music with deliberate choices tempo and dynamics <b>Performance:</b> Perform and evaluate their own compositions, executing deliberate choices in tempo and dynamics accurately and effectively.	<b>Meaning:</b> Talk about the way that peoples' experiences during the war impacted on the way 'We'll Meet Again' was comprehended and valued.
<b>Vocabulary</b>	Note, melodic pattern, andante, allegro, adagio, staccato, legato, pianissimo, mezzo piano, mezzo forte, fortissimo, time, place, culture		

Focus Music: 9 to 5 (Original Broadway Cast Recording)



Focus Music: The Royal Drummers of Burundi  
**Cultural Heritage Piece.**



Focus Music: Vera Lynn, We'll Meet Again



Music	Y5 Autumn	Y5 Spring	Y5 Summer
<b>Musical Shape Objectives</b>	<b>Tempo:</b> Know the meaning of andante, allegro and adagio; know how this affects the way a piece of music is played by comparing Venus and Mars from the Planet Suite. <b>Duration:</b> Know the meaning of staccato and recognise when notes are played this way within Venus/Mars from the Planet Suite. Know that Holst may have used staccato to convey urgency, precision or action. <b>Duration:</b> Know the meaning of legato and recognise this within Venus/Mars from the Planet Suite. Know that Holst may have used legato to convey elegance, fluidity or a sense of romance.	<b>Dynamics:</b> Know the meaning of pianissimo (pp), mezzo piano (mp), mezzo forte (mf) and fortissimo (ff) and how this affects the way a piece of music is sung. <b>Pitch:</b> Know how to represent the pitch of the notes ABCDEFG on a staff. <b>Pitch:</b> Use knowledge of musical notation to interpret simple melodic patterns, chords (or harmonies) on a staff.	<b>Timbre:</b> Compare the timbre of different instruments within the same instrument family, specifically the piano with other percussion instruments. <b>Texture:</b> Find chords to fit the melody of 'The Entertainer', and represent the chords (or harmony) on a staff.
<b>Meaning, Composition, Performance Focus</b>	<b>Composition:</b> Create and compose music with deliberate choices tempo (andante, allegro, adagio) and duration (legato, staccato notes) <b>Composition:</b> Record the melody of their compositions on a staff	<b>Performance:</b> Perform and evaluate others' compositions of 'Consider Yourself', executing deliberate choices in dynamics accurately and effectively.	<b>Meaning:</b> Talk about the way that peoples' experiences post war, and in the modern day, affect the way 'The Entertainer' is comprehended and valued.
<b>Vocabulary</b>	Note, melodic pattern, andante, allegro, adagio, staccato, legato, pianissimo, mezzo piano, mezzo forte, fortissimo, time, place, culture		

**YEAR 6**

Focus Music: The Planet Suite (Venus/Mars) – Gustav Holst



Focus Music: Consider Yourself – 'Oliver'



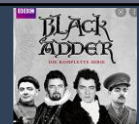
Focus Music: The Entertainer (Ragtime) – Scott Joplin

**Cultural Heritage Piece.**

Music	Y4 Summer	Y4 Spring	Y4 Autumn
<b>Musical Shape Objectives</b>	<b>Duration:</b> Know the duration of crotchets, minims and semibreves; identify these in musical notation on a staff <b>Pitch:</b> Know how to represent high and low pitch in musical notation on a staff.	<b>Timbre:</b> Describe the timbre of the 4 different instrument families; identify these in 'Jai Ho'. <b>Texture:</b> Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a staff. <b>Texture:</b> Listen for, and recognise a chord (or harmony) in the chorus of 'Jai Ho'. <b>Dynamics:</b> Know the meaning of crescendo and diminuendo; recognise this within Jai Ho. <b>Dynamics:</b> Know that the composer may have used changes in dynamics to create moments of change, tension or reflect emotions in 'Jai Ho'.	<b>Tempo:</b> Know the meaning of accelerando and ritardando; recognise this within Debussy's 'La Mer'. <b>Tempo:</b> Know that Debussy may have used changes in tempo to create or reduce tension in 'La Mer'.
<b>Meaning, Composition, Performance Focus</b>	<b>Composition:</b> Create and compose music on the recorder with deliberate choices of duration (crotchets, minims and semibreves) and pitch <b>Composition:</b> Record their compositions using informal graphic scores	<b>Performance:</b> Perform 'Jai Ho', executing deliberate choices in dynamics accurately.	<b>Meaning:</b> Say how different sections of 'La Mer' makes them feel using more technical language linked to tempo, and prior knowledge of musical shape to justify their response.
<b>Vocabulary</b>	Notation, staff, accelerando, ritardando, crotchet, minim, semibreve, chord, harmony, crescendo, diminuendo, graphic score		

**YEAR 5**

Focus Music: The Blackadder Theme



Focus Music: Jai Ho (Slumdog Millionaire)



Focus Music: Debussy – La Mer

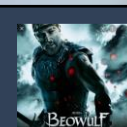


**Cultural Heritage Piece.**

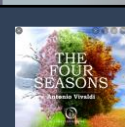
Music	Y3 Autumn	Y3 Spring	Y3 Summer
<b>Musical Shape Objectives</b>	<b>Pitch:</b> recognise and represent high and low pitch in musical notation on a staff <b>Duration:</b> Know the duration of crotchets, minims and semibreves; identify these in musical notation on a staff <b>Timbre:</b> Describe the timbre of the percussion instrument family.	<b>Dynamics:</b> Know the meaning of crescendo and recognise this within Beowulf. <b>Dynamics:</b> Know the meaning of diminuendo and recognise this within Beowulf <b>Dynamics:</b> Know that the composer used changes in dynamics to create moments of change, tension or reflect emotions in Beowulf.	<b>Texture:</b> Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a staff. <b>Texture:</b> Listen for, and recognise, a chord (or harmony) in Vivaldi's Four Seasons.
<b>Meaning, Composition, Performance Focus</b>	<b>Composition:</b> Create and compose music on steel pan drums with deliberate choices about note duration (crotchets, minims and semibreves) <b>Composition:</b> Record their compositions using informal graphic scores	<b>Meaning:</b> Say how different sections of Beowulf makes them feel using more technical language linked to dynamics, and prior knowledge of musical shape to justify their response.	<b>Composition:</b> Create and compose music on a keyboard with deliberate chord choices. <b>Performance:</b> Perform their own compositions, executing deliberate choices in musical shape accurately.
<b>Vocabulary</b>	Notation, staff, accelerando, ritardando, crotchet, minim, semibreve, chord, harmony, crescendo, diminuendo, graphic score		

**YEAR 4**

Focus Music: Trinidad and Tobago Baltimore Steel Orchestra



Focus Music: Beowulf Slays the Beast



Focus Music: Vivaldi – Four Seasons

**Cultural Heritage Piece.**

**YEAR 3**

Focus Music: Minotaur, Labyrinth scene extract (John Tomlinson, The Royal Opera)



Focus Music: Aretha Franklin – Respect



Focus Music: Prokofiev – Peter and the Wolf

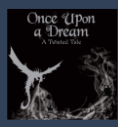


**Cultural Heritage Piece.**

Music	Y1 Autumn	Y1 Spring	Y1 Summer
<b>Musical Shape Objectives</b>	<b>Pitch:</b> Know what pitch means <b>Tempo:</b> Know what tempo means <b>Duration:</b> Know what duration means <b>Timbre:</b> Know the timbre of the 4 different instrument families: strings, brass, woodwind and percussion	<b>Tempo:</b> Know what tempo means and use simple language to describe the tempo of 'Once upon a dream'. <b>Timbre:</b> Recognise the timbre of the string instrument family in different versions of 'Once Upon a Dream'. <b>Dynamics:</b> Know what dynamics are and use simple language to describe the dynamics in 'Once upon a Dream'. <b>Texture:</b> Identify the melody in 'Once upon a dream'.	<b>Duration:</b> Know what duration means and use simple language to describe the duration of different sounds within 'Yellow Submarine'. <b>Texture:</b> Identify the melody in 'Yellow Submarine'.
<b>Meaning, Composition, Performance Focus</b>	<b>Performance:</b> Improvise and perform music using instruments from at least two instrument families	<b>Meaning:</b> Say how different versions of 'Once Upon a Dream' make them feel using simple language linked to tempo, timbre, dynamics and texture to give reasons why.	<b>Composition:</b> Create short pieces of music using their developing knowledge of duration to ensure that different notes have different lengths.
<b>Vocabulary</b>	Timbre, brass, woodwind, percussion, strings, texture, melody, dynamics, louder, quieter, pitch, lower, higher, tempo, faster, slower, duration, longer, shorter		

**YEAR 2**

Focus Music: Carnival of the Animals



Focus Music: Once Upon a Dream – Lana Del Rey version, Original Sleeping Beauty Soundtrack



Focus Music: Yellow Submarine, The Beatles

Music	YR Summer	YR Spring	YR Autumn
<b>Musical Shape Objectives</b>	<b>Tempo:</b> Discriminate between changes in tempo, recognising fast and slow pieces of music. <b>Timbre:</b> Know that different instrument families make different sounds e.g. percussion/brass <b>Dynamics:</b> Discriminate between changes in dynamics, recognising loud and quiet sounds.	<b>Tempo:</b> Discriminate between changes in tempo, recognising fast and slow pieces of music. <b>Duration:</b> Discriminate between changes in duration, recognising long and short notes. <b>Dynamics:</b> Discriminate between changes in dynamics, recognising loud and quiet sounds.	<b>Pitch:</b> Discriminate between changes in pitch, recognising high and low sounds <b>Tempo:</b> Discriminate between changes in tempo, recognising fast and slow pieces of music. <b>Duration:</b> Discriminate between changes in duration, recognising long and short notes. <b>Texture:</b> Recognise and sing along to the melody of a simple piece of music
<b>Meaning, Composition, Performance Focus</b>	<b>Composition:</b> Create music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.	<b>Meaning:</b> Say how a piece of music makes them feel	<b>Performance:</b> Perform learned songs and improvised music to self and others at Christmas Nativity
<b>Vocabulary</b>	High, low, fast, slow, long, short, instrument family, loud quiet		

**YEAR 1**

Focus Music: Stomp



Focus Music: Glenn Millar – In the Mood



Focus Music: Away in a Manger



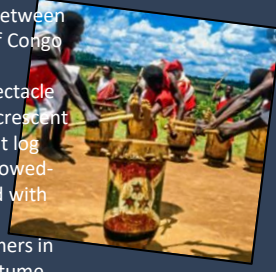
**YEAR R**

## Valuing Cultural Diversity and Heritage in Music

Diversity is a fact, inclusion is a choice, but belonging is a feeling that can be enforced by a culture that you can purposefully create. At St Mary's, we tried hard to represent a balance of cultures, identities and ethnicities within our Music Curriculum.

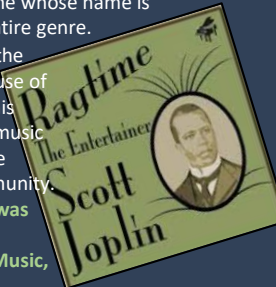
### The Drummers of Burundi: Y6

Master Drummers from the small African country between Democratic Republic of Congo and Tanzania. Their performances are a spectacle of dance and music. A crescent of around a dozen great log drums, made from hollowed-out tree trunks covered with dried animal skins, are pounded by the drummers in traditional Burundi costume. Drums (called karyenda) are sacred in Burundi, and represent the mwami, fertility and regeneration. Listed as an intangible cultural heritage of humanity by UNESCO since 2014, the ritual dance of the royal drum is "a practice that shows happiness" and a tradition that Burundians hope to preserve and share with the world.



### Scott Joplin: Y5

An extraordinary Black composer, born the son of a labourer and former slave, Joplin was one of the most important and influential composers at the turn of the 20th century – one whose name is synonymous with an entire genre. Joplin is also known as the "King of Ragtime" because of the fame achieved for his ragtime compositions, music that was born out of the African-American community. The beginnings of Jazz was initiated by the highly syncopated 'Ragtime' Music, led by the Scott Joplin.



### Jai Ho: Y4

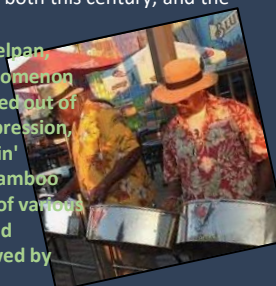
Composed by Rahman for the 2009 film, 'Slumdog Millionaire', Jai Ho is the first Hindi song to win an Academy Award in the Best Original Score and Best Original Song categories. Gulzar penned the lyrics and singer Sukhwinder Singh lent his voice to the track.



"We say Jai Ho Krishna: Jai Ho is sacred for Hindus. I never imagined the song would go round the world. But it is attached to a very successful film."

### Trinidad and Tobago Baltimore Steel Orchestra: Y3

Steelpan is a musical instrument originating from Trinidad and Tobago. The modern pan is a chromatically pitched percussion instrument. Steel bands started out primarily as musical accompaniment for Caribbean Carnival celebrations, but soon were enhancing the classics and jazz. The music is constantly expanding its repertoire, respect, and role in international music. Trinidad is the birthplace of the only entire family of acoustic instruments of both this century, and the century past. The steel band and steelpan now a worldwide phenomenon and movement, emerged out of poverty, creativity, oppression, and necessity. Both 'skin' drums, (congas) and 'Tamboo bamboo' (the clacking of various lengths of bamboo), had previously been outlawed by the colonial authority.



### Women in Music: Y6 & Y2

Only a few of the many female songwriters had their music published and heard during the late 19th and early 20th centuries; this lack of mention of women songwriters is a glaring and embarrassing omission in our musical heritage. Women "struggled to write and publish music in the man's world of 20th century. Prior to 1900 and even after, it was expected that "women would perform music, not make music." The three women represented in our music curriculum played pivotal roles in raising the profile of women in music:

Aretha Louise Franklin was an American singer, songwriter and pianist. Referred to as the "Queen of Soul" and with global sales of over 75 million records, Franklin is one of the world's best-selling music artists.



Dolly Parton is known primarily for her work in country music. After achieving success as a songwriter for others, Parton made her album debut in 1967 with Hello, I'm Dolly, which led to success during the remainder of the 1960s. She has sold more than 100 million records worldwide.

Dame Vera Margaret Lynn was an English singer and entertainer whose musical recordings and performances were very popular during the Second World War. She is honorifically known as the "Forces Sweetheart", having given outdoor concerts for the troops in Egypt, India and Burma during the war as part of the Entertainments National Service Association (ENSA). The songs most associated with her include "We'll Meet Again", "(There'll Be Bluebirds Over) The White Cliffs of Dover", "A Nightingale Sang in Berkeley Square" and "There'll Always Be an England".



**MUSIC: we aim to learn how to be creative and perform for an audience**