

U2, U1, U4, U6, U3, U5

Students will continue to develop aural skills by participating in a range of chants, songs and rhymes, this term focusing on Pitch. Students will be introduced to the solfege method whereby the syllables Do, Re, Mi, Fa, Sol, & La are used to name notes. The theme this term will be 'seasons' which fits into the connected curriculum question of what causes change? Students will listen to and compose music that represents each season, reflecting upon which elements of music change to suit each season. Students will also explore how each season feels, looks, sounds and smells like and represent this through movement. Students are given the opportunity to listen to and appreciate classical music, focusing on the composer Vivaldi and his works called The Four Seasons.

Year 2: The focus this term will be musical form and how patterns are used to create compositions

P1, P2, P3 & Rm 10, Rm 11, Rm 12

Students will be exploring how and why music has changed over time and what elements have remained the same, which fits into the connected curriculum question of what causes change?

Rm 10, Rm 11, Rm 12 students will also identify significant events and people that contributed to these changes.

Students will listen to, appreciate, understand the historical context and explore movement based upon:

1900's: Classical Music

1920's: The Jazz age

1940's: Big Band swing

1960's: Rock N Roll

1980s: Rap

Today: Electronic Pop

Students will then compose their own 'New Age' song using pre-recorded loops on an online computer program. Through this process, the students will engage with the elements of music.

Students will be introduced to the music notation and terminology of scale and pitch using the solfege method. Through gestures and drawings, they will be able to differentiate a step and a leap when listening to tuned instruments.

Students will be exploring songs and their meaning that identify with a need to bring about a social change. They will look at how society reacted to these songs, if there were any particular events that inspired the songwriters and what contribution they made to social changes. They will then devise their own composition on a topic they believe may inspire social change by arranging ideas and changing the lyrics of a song/rap they already know, which are to be rehearsed and performed. Through this process, students are exposed to how the elements of music interact to create meaning. Students will continue to develop their knowledge of music notation and terminology of scale and pitch, using the solfege method.