

Highfield Middle School Music Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><u>Playground Games and local songs</u></p> <p>Performing: Sing in unison and rounds</p> <p>Composing: Use crotchets and quavers to create a call and response song</p> <p>Listening and Appraising: Describe pitch in terms of high and low. Know why people sing PG and local songs. Give an opinion about music from different places</p> <p>Compare and contrast music from different places.</p>	<p><u>Woodwind - Flute</u></p> <p>Performing: Play notes B and A</p> <p>Composing: Improvise a rhythm on one note or by clapping.</p> <p>Listening and Appraising: Know use breath marks in music. Know the values of minims and crotchets. Know the location of notes on the treble stave.</p>	<p><u>Woodwind - Flute</u></p> <p>Performing: Play 3 notes</p> <p>Composing: improvise a rhythm using a range of notes and pitch</p> <p>Listening and Appraising: Know the value of minims, crotchets, semibreves, quavers and dotted quavers. Use Italian terms for dynamics.</p> <p>Singing: Focus on singing in rounds and 2 part harmony.</p>		<p><u>Woodwind - Flute</u></p> <p>Performing: Play 5 notes</p> <p>Composing: improvise a rhythm using a range of notes and pitch. Notating on the treble stave.</p> <p>Listening and Appraising: Know the value of minims, crotchets, semibreves, quavers and dotted quavers. Use Italian terms for dynamics. Recognise and use notation for staccato and legato phrasing.</p> <p>Singing: Focus on singing in rounds as well as 2 and 3 part harmony.</p>	
Year 6	<p><u>Tchaikovsky and Romantic Music</u></p> <p>Composing: using given rhythms and selected notes inspired by Tchaikovsky</p> <p>Performing: Melodies on Chime Bars and whole class performances from graphic scores</p> <p>Listening and Appraising: Using written notation on the treble stave. Playing from a graphic score. Key features of the Romantic period, listening to other Romantic Composers.</p>		<p><u>Chinese New Year and the Pentatonic Scale</u></p> <p>Composing: To compose and notate a pentatonic melody</p> <p>Performing: Perform a pentatonic melody on chime bars or keyboards.</p> <p>Listening and Appraising: Listening to different pieces from the musical genre, the pentatonic scale, using notation software when composing.</p>		<p><u>Hansel and Gretel – Royal Opera House</u></p> <p>Composing: Experiment with, create, select and combine sounds.</p> <p>Performing: Use voices expressively and creatively by singing songs and chants. Perform aspects on Humperdink’s Opera.</p> <p>Listening and Appraising: To understand roles music and drama play in Opera and the relationship between them.</p> <p>Singing: In solos and group performances. Singing in parts and in unison</p>	<p><u>Gaming Music</u></p> <p>Composing: compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listening and Appraising: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

Year 7	<p>Keyboard Foundations</p> <p>Composing: Improvise within a style.</p> <p>Performing: Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm</p> <p>Listening and appraising: Explore different keyboard instruments from different times and places. Staves, Clefs and Notes Sharps and Flats</p>	<p>Baroque Music</p> <p>Composing: a melody over Pachelbel's Ground Bass.</p> <p>Performing: Pachelbel's canon Just Play – Keyboards, Ukulele and guitars.</p> <p>Listening and Appraising: Give the date of the Baroque era and put it into historical context.</p>	<p>Film Music</p> <p>Composing: Compose a leitmotif and mickeymousing for a Wallace and Gromit movie clip.</p> <p>Performing: Just play Ghostbusters on Keyboard Perform a leitmotif for a character on the keyboard</p> <p>Listening and Appraising: Give examples of instrument and techniques used in film music.</p>	<p>African Drumming</p> <p>Composing: Compose and record rhythms to create a polyrhythm.</p> <p>Performing: On Djembes and create a whole class and smaller group cyclic patterns.</p> <p>Listening and Appraising: Recognise and identify more complex features of West African drumming such as syncopation and polyrhythms.</p>
Year 8	<p>Keyboard Skills 2: All about the Bass</p> <p>Composing: Improvise a 12 bar melody using a variety of note values.</p> <p>Performing: Various songs on the keyboard with a focus on melody and chords.</p> <p>Listening and Appraising: Understand treble and bass clef. Identify styles of playing such as chords and arpeggios. Understand, use and read articulation such as slurs and staccato. Suggest a time, place and date for new music.</p>	<p>Classical Music</p> <p>Composing: a simple classical theme</p> <p>Performing: Beethoven's 5th Fur Elise, or Moonlight sonata on Keyboard</p> <p>Listening and Appraising: Give the dates of the classical era and put it into Historical context.</p>	<p>Musical Futures – Reggae Keyboard, Ukulele and Drums</p> <p>Composing: Syncopated improvisations</p> <p>Performing: Just play 'Three Little Birds' Keyboard, Ukulele and Guitar</p> <p>Listening and Appraising: Recognising stylistic conventions of Reggae. Understand the key themes and style of Reggae Lyrics.</p>	

Cultural Focus – Local (Yr5), Chinese (Yr6). African (Yr7) and Reggae (Yr8)

Historical Focus – Romantic Period (Yr6), Baroque Period (Yr7) and Classical Music (Yr 8)

Instrument Focus – Singing and Flute (Yr5), Chime Bars, Singing and ICT (Yr6), Keyboard, Ukulele and Djembes (Yr7), Keyboard, Ukulele and drums (Yr8)