**TERM 3 CURRICULUM OVERVIEW**

**MUSIC 2016**

**Foundation**

**THREAD:** EXPLORING ideas and improvising with ways to represent sound. **DEVELOPING** understanding of practices.

**TASKS:**
- Responding to **Beat, Rhythm, Pitch, Tempo** and **Dynamics**, through listening, movement and playing a range of percussion instruments.
- Exploring **Timbre** using percussion instruments, voice and movement to represent ideas, symbols and characters in music.
- Developing an understanding of why people make music by **listening** and **responding** to a range of musical styles.

**Year 1**

**THREAD:** EXPLORING ideas and improvising with ways to represent sound. **DEVELOPING** understanding of practices.

**TASKS:**
- Understanding **beat and rhythm** through use of body percussion and percussion instruments.
- Using instruments, voice and movement to develop an understanding of **form** (specifically AB “Binary Form”).
- Developing an understanding of why people make music by **listening** and **responding** to a range of musical styles.

**Year 2**

**THREAD:** EXPLORING ideas and improvising with ways to represent sound. **DEVELOPING** understanding of practices.

**TASKS:**
- Understanding **pitch, rhythm, dynamics** and **tempo** through learning and singing a range of songs and playing tuned percussion instruments.
- Using voice and percussion instruments to explore **timbre**.
- Communicating ideas such as thoughts and feelings through music composition.
- Listening and responding to range of music from different styles and cultures.

**Year 3/4**

**THREAD:** EXPLORING ideas and improvising with ways to represent sound. **DEVELOPING** understanding of practices. **SHARING** artworks through performance, presentation or display

**TASKS:**
- Developing **aural skills** by exploring, imitating and recognising **pitch, dynamics** and **rhythm**.
- Practicing and performing on instruments (recorders and tuned percussion instruments) using the elements of music.
- Listening and responding to range of music from different styles and cultures.
- Organising musical ideas to create compositions (both instrumental and digital).
Year 5

**THREAD:** EXPLORING ideas and improvising with ways to represent sound. DEVELOPING understanding of practices. SHARING artworks through performance, presentation or display

**TASKS:**
- **Identifying** and reading musical notation.
- **Performing** and practicing music from musical scores using Ukuleles and tuned percussion instruments.
- **Composing** and creating music by improvising and arranging ideas on tuned percussion instruments and ukuleles.
- **Listening** and responding to a range of music from different styles and cultures.

Year 6/7

**THREAD:** EXPLORING ideas and improvising with ways to represent sound. DEVELOPING understanding of practices. SHARING artworks through performance, presentation or display

**TASKS:**
- **Identifying** and reading musical notation.
- **Composing** and creating musical riffs for tuned percussion instruments/ukuleles to demonstrate understanding of pitch and form.
- **Composing** and Creating music through the use of digital technologies (Garage Band).
- **Listening** and responding to a range of music from different styles and cultures.