



## Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Me!- Nursery rhymes and action songs</b> Evaluate High & low singing games (pitch) Pulse Copycat/rhythm singing games	<b>My Stories- as before</b> Build on previous learning Learn & sing relevant songs Pay attention to phrasing Performance	<b>Everyone!</b> Evaluate Build on previous learning Create own sounds (improvisation/composition)	<b>Our World! Year Group Come &amp; Praise</b> Evaluate As Spring/Autumn	<b>Big Bear Funk!</b> Evaluate Find pulse in different ways Explore pitch with voice/instruments	<b>Reflect, Rewind &amp; Repeat</b> Evaluate Compose with the songs
<b>Year 1</b>	<b>Hey You!- Hip Hop</b> Explore how pulse, rhythm and pitch work together	<b>Carols around the Christmas tree – Yr 1 Performance</b> Learn and sing relevant songs with actions  Performance skills	<b>In the Groove (Blues, Baroque, Latin, Bhangra, Folk and Funk)</b> Appraising/ Appreciation/reflection on different styles of music Play instruments	<b>Round and round- Bossa Nova (Latin Style)</b> Pulse, rhythm and pitch in different styles of music	<b>Your imagination</b> Using imagination and moving to the music in a variety of ways	<b>Reflect, rewind and replay</b> Consolidate previous learning Evaluate classical music Play instruments
<b>Year 2</b>	<b>Hands, Feet, Heart!- South African music</b> Singing – with attention to pulse, rhythm, pitch and phrasing. Sing songs with an accompaniment.  Playing – use instruments to compose rhythmic phrases. (Glockenspiel)	<b>KS1 Christmas Production</b> Singing - with attention to phrasing, and breathe appropriately. Sing in a round or as a partner song. Composing – compose ostinatos to accompany a well-known song.	<b>I wanna play in a band- Rock</b> Singing and playing as an ensemble Composing and improvising to main song Appraising of different rock songs	<b>Zoo time- Reggae</b> Improvising – Improvising longer phrases.  Use pentatonic scale (5 notes)	<b>Friendship song- Contemporary</b> Appraise songs around the theme of friendship  Compose with instruments to build towards a final performance piece	<b>Reflect, Rewind and Replay</b> Bringing the dimensions together Composing ostinato to accompany a well-known song. Playing instruments, extending singing range

<p><b>Year 3</b></p>	<p><b>Let Your Spirit Fly- R&amp;B</b>          Appraising of different R&amp;B songs          Composing using tuned/untuned instruments          Exploring rhythm, dynamics and texture          Performance as an ensemble to include singing and playing.</p>	<p><b>Glockenspiel Stage 1</b>          Learning about the language of music through playing the glockenspiel.           Notes C,D,<u>E and F</u>; improvisation with attention to tempo and rhythm</p>	<p><b>Three Little Birds- Reggae</b>          Appraising of different Reggae songs          Composing using tuned/untuned instruments          Exploring rhythm, dynamics and texture          Performance as an ensemble to include singing and playing.</p>	<p><b>Recorders</b>          Learning how to hold, care for and play the instrument to good effect.           Notes B, A and G to be played and read from a stave. Learn to play simple songs with some awareness of quaver, semi-quaver and minim notes.</p>	<p><b>Bringing Us Together- Disco</b>          Appraising of different Disco songs          Movement games to understand beat, rhythm, tempo          Composing in groups          Reading music from a stave          Performance as an ensemble to include singing and playing.</p>	<p><b>Reflect, Rewind and Replay</b>           Consolidation of skills/dimensions  <u>Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</u></p>
<p><b>Year 4</b></p>	<p><b>10-week musicianship programme</b></p> <ul style="list-style-type: none"> <li>• Playing musical instruments with increasing control and confidence</li> <li>• Reading and interpreting music</li> <li>• Playing musical instruments and performing in ensemble contexts (group pieces to be played and recorded).</li> </ul> <p>Learning and using: pulse, dimensions, pitch, rhythm</p>	<p><b>Glockenspiel Stage 2</b>          Play and perform in solo and ensemble using musical instruments.          Improvise and compose music for a range of purposes.          Use and understand stave and other musical notations          Understanding the interrelated dimensions of music (pulse, rhythm)</p>	<p><b>Lean on me - Gospel</b>          Appraise and understand a wide variety of recorded gospel music.          Understanding the interrelated dimensions of pitch, rhythm and pulse          Play and perform in solo and ensemble contexts using their voices.</p>	<p><b>Blackbird- Pop</b>          Appreciate and understand a variety of recorded music – pop (together with understanding of the civil rights movement).          Understanding the interrelated dimensions – pitch, rhythm and pulse          Play and perform in solo and ensemble contexts using their voices.          Improvisation and composition.</p>	<p><b>Victorians BBC Ten Pieces 'Storm' Interlude from 'Peter Grimes'</b>          Listening – Comment on composers intentions, justify ideas and opinions          Improvising – with awareness of style, tempo, timing          Composing – use graphic notation to remember, develop and record creative work.</p>	

<p><b>Year 5</b></p>	<p><b>Livin' on a Prayer– Rock</b>  Appraise a variety of rock songs, using appropriate musical language  Learn and build on previous knowledge and understanding about the interrelated dimensions of music  Learn, play, improvise and compose with the Song</p>	<p><b>Classroom Jazz 1– Jazz</b>  Listen and Appraise the two tunes and other supporting tunes.  Musical Activities - learn about the interrelated dimensions of music through playing instruments  Perform and Share outcomes</p>	<p><b>The Fresh Prince of Bel Air-Rap</b>  Listening -Express and justify ideas and opinions about music heard or performed.  Identify different timbres and instruments heard within music.  Comment on composers intentions with reference to the dimensions of learning.  Learn about the interrelated dimensions of music through Games and Singing.</p>	<p><b>Make me feel your Love-Pop</b>  Playing - Copy back patterns and create their own on tuned/ un-tuned percussion.  Play all percussion with correct technique and clear sound.  Play a variety of instruments and use them creatively.  Play as an ensemble or as a solo.  Play in simple harmony, holding a part confidently.</p>	<p><b>Dancing in the Streets- Motown</b>  Singing - Use voice to compose melodies and explore layers of voices for effect.  Sing songs with attention to phrasing, breathing and clear diction.  Improvising - with musical awareness of style, tempo, timing etc.  Composing - to a given musical structure. Use notation to remember, develop and record creative work.  Compose in a variety of groupings. e.g. class, group, pair, individual.  Compose using the dimensions of music at an appropriate level.</p>	<p><b>Reflect, Rewind &amp; Replay</b>  Consolidation of skills and musical understanding developed through the year.  Reinforcing of genres of music and the similarities/ differences.  Developing understanding of the history of music.  Understanding and explaining musical theory and musical dimensions.  Appraising, improvising, composing and performing, based on their own preferences and musical tastes.</p>
<p><b>Year 6</b></p>	<p><b>Happy- Pop</b>  Singing - songs with attention to phrasing</p>	<p><b>Jumbie Jams</b>  Playing –play and perform in solo and ensemble contexts, using</p>	<p><b>Samba- Recycled Instruments</b>  Playing - Copy back patterns and create their</p>	<p><b>You've got a friend</b>  Singing – use sung and spoken voice, exploring effects.</p>	<p><b>Music and Me</b>  <b>Music and Me</b> is the first in a series of units focusing on</p>	<p><b>Year 6 Leavers' Production</b>  Bringing the dimensions together....</p>

	<p>breathing and attention to clear diction  Perform songs with attention to musical directions, tempo, dynamics etc.  Identify structures  Playing – accompany singing with instrumental skills.  Use instruments learnt in tuition within class lessons.  Texture - know that layers can create harmony for special effect. Make decisions about performances</p>	<p>their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Playing - use and understand staff and other musical notations  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. Caribbean</p>	<p>own on tuned/ untuned percussion.  Play a variety of instruments. E.g. samba, glockenspiels, recorders and use them creatively.  Play as an ensemble.  Improvising - with musical awareness of style, tempo, timing etc.  Improvise in different genres.  Composing to a given musical structure.  E.g. ABA, layers etc.  Use notation to remember, develop and record creative work.  Compose in a variety of groupings. e.g. class, group, pair, individual.</p>	<p>(Timbre associated with beat boxing.)  Composing - Structure and composers intentions  Playing – a variety of instruments effectively/ appropriately  Use instruments learnt in tuition within class lessons.</p>	<p>inspirational women working in music, and part of Brighter Sound’s pioneering gender equality initiative <a href="#">Both Sides Now</a>.  Playing- Copy back patterns and create their own on tuned/ untuned percussion. Play all percussion with correct technique and clear sound.  Play a variety of instruments. E.g. samba, glockenspiels, recorders and use them creatively.  Play as an ensemble.  Play individually – solo.  Play in simple harmony, holding a part confidently.</p>	<p>Singing - Performing songs with attention to musical directions.  Singing songs with attention to phrasing and breathing.</p>
--	---	--	---	--	---	--