



Music Curriculum Overview

Year Group	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Pitch- Match high and low notes to high and low in space.</p> <p>Dynamics and Tempo- Respond to and create noise versus silence.</p> <p>Nursery Rhymes and action songs Harvest Festival 4corners story songs and actions.</p>	<p>Timbre and Texture- Recognise environmental sounds.</p> <p>Pulse and Rhythm- Introduce claves/chopsticks and learn how to tap rhythmically. Can we keep a steady beat?</p> <p>Christmas Songs Christmas Performance Nursery Rhyme Week</p>	<p>Timbre and Texture- Body percussion and voice sounds</p> <p>Pitch- Pitch of a tone (pitch match Make and conduct patterns of high and low sounds. 4corners music sessions Claves- Can we follow a pattern? Can we create our own pattern? Melodic shape.</p>	<p>Pulse and Rhythm- Play instruments with increasing control to express feelings and ideas.</p> <p>Dynamics and Tempo- Conducting signals introduced and used. Move/play and stop and move/play and stop Recognise and create loud and soft noises.</p> <p>CHARANGA- SEND section 4corners music session</p>	<p>Pulse and Rhythm- Copy very short rhythmic patterns derived from words. Music and movement e.g scrunchie & Lycra.</p> <p>Pitch- Memorise short simple melodies as part of the repertoire of songs.</p> <p>Continue 4corners music sessions Go Noodle Kids bop</p>	<p>Dynamics and Tempo- Move/play/sing fast and move/play/sing slow Instruments; Can we use instruments to perform (building on composition)</p> <p>Timbre and Texture- Match onomatopoeic words to environmental sounds.</p>
Reception	<p>Dynamics and Tempo- Play/sing getting louder and softer</p> <p>Pulse and Rhythm- Feel and mark the beat with non-tuned percussion.</p> <p>CHRANGA: Me Find the Pulse - using</p>	<p>Pitch- Recognise, respond to and make ascending and descending pitch sequences with tuned percussion within an octave</p> <p>Timbre and Texture- Match onomatopoeic words to instrumental sounds.</p>	<p>Pulse and Rhythm- Improvise dance moves to music with a strong pulse. Feel and mark/count the beat in your head.</p> <p>Pitch- Vocal pitch match with a range of two or three notes</p>	<p>Dynamics and Tempo-Make simple percussion patterns of loud and soft sounds</p> <p>Timbre and Texture- add instrumental sound effects to poems and stories as part of a group.</p>	<p>Pitch -memorise longer melody patterns as part of the repertoire of songs.</p> <p>Pulse and Rhythm- mark the rhythmic patterns of whole short rhymes with body and untuned percussion.</p> <p>CHARANGA: Big Bear</p>	<p>Timbre and Texture- Perform a story or narrative poem with instrumental and body percussion effects.</p> <p>Dynamics and Tempo- Play/sing/move getting faster and getting slower. Combine gestures and</p>

	<p>body percussions</p> <p>Learning & singing hand action songs & rhymes.</p> <p>Harvest Festival Nursery Rhymes</p>	<p>CHRUNGA: My Stories Changing voice to show different feelings.</p> <p>Nursery Rhyme Week Christmas Songs Christmas performance</p>	CHARANGA: Everyone!	CHARANGA: Our World Easter Assembly	Funk Class Assembly Performance	<p>movements into a simple dance sequence with support, following the changes in tempo.</p> <p>CHARANGA: Reflect, Rewind & Replay</p> <p>Summer Festival Performance</p>
One	<p>Skill:</p> <p>Singing:</p> <ul style="list-style-type: none"> Basic posture with relaxed shoulders <p>Rhythm</p> <ul style="list-style-type: none"> Pulse (moving in in time to music) Simple rhythmic patterns aurally (identify / repeat) <p>Melody</p> <ul style="list-style-type: none"> High and low Team work Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Little Red Riding Hood</p> <p>Charanga Unit 1</p>	<p>Skill:</p> <p>Harmony:</p> <ul style="list-style-type: none"> Explore combinations of sounds <p>Contexts</p> <ul style="list-style-type: none"> Use of musical choices to create an effect Use of graphic score <p>Making a contribution</p> <ul style="list-style-type: none"> Perform to an audience <p>Self-esteem</p> <ul style="list-style-type: none"> Perform in a school assembly <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Traditional Tales</p>	<p><u>BBC Ten Pieces</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Copy and repeat a beat. <p>Concepts</p> <ul style="list-style-type: none"> Respond to different moods in music <p>Improvements</p> <ul style="list-style-type: none"> Identify good features <p>Traditional</p> <ul style="list-style-type: none"> Children's songs and singing games from local, national and pupils' own heritages. <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Glockenspiel (Charanga), music around the world (Flat Stanley) Context: Ten Pieces Project: Mars from The Planets by Gustav Holst</p>	<p><u>Pitch, dynamics and tempo</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Basic posture with relaxed shoulders Dynamic contrasts Sing songs accurately with a small pitch range <p>Expression:</p> <ul style="list-style-type: none"> Explore dynamic choices Explore instrument choices <p>Melody:</p> <ul style="list-style-type: none"> Improvise a 1 bar rhythm Improvise a 1 bar melodic phrase (3 pitches) <p>Harmony</p> <ul style="list-style-type: none"> Single or multiple sounds (instruments / voices / parts) <p>Form</p> <ul style="list-style-type: none"> Phrase (breathing points) <p>Expression</p> <ul style="list-style-type: none"> Dynamics 	<p>Skill:</p> <p>Contexts</p> <ul style="list-style-type: none"> Use of musical choices to create an effect Use of graphic score <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Charanga</p>	<p>Instruments Glockenspiels Skill:</p> <ul style="list-style-type: none"> Limited range (link to singing) Rhythmic patterns By ear Basic posture Dynamic contrast <p>Making a contribution</p> <ul style="list-style-type: none"> Perform to an audience <p>Self-esteem</p> <ul style="list-style-type: none"> Perform in a school assembly <p>Team work</p> <ul style="list-style-type: none"> Take turns <p>Emotional</p> <ul style="list-style-type: none"> Show enjoyment of music <p>Context: Summer Festival</p>

				<ul style="list-style-type: none"> (loud and soft) • Timbre of different instruments <p>Making a contribution</p> <ul style="list-style-type: none"> • Perform to an audience <p>Self-esteem</p> <ul style="list-style-type: none"> • Perform in a school assembly <p>Team work</p> <ul style="list-style-type: none"> • Take turns <p>Emotional</p> <ul style="list-style-type: none"> • Show enjoyment of music <p>Context: Easter Assembly</p>		
Two	<p>Skill: Listening Recognising beat, rhythm and pitch. Identifying orchestra families.</p> <p>Context:</p>	<p>Skill:</p> <p>Concepts</p> <ul style="list-style-type: none"> • Respond to different moods in music <p>Improvements</p> <ul style="list-style-type: none"> • Identify good features <p>Skill: Chanting singing and rhyme. Using voices expressively</p> <p>Context: Christmas Performance</p>	<p>Skill:</p> <ul style="list-style-type: none"> • Singing in different pitches, tones, volumes and at different paces. • Basic posture with relaxed shoulders • Dynamic contrasts • Breathing to show phrases to demonstrate an understanding of the melody or rhythm 	<p>Skill:</p> <ul style="list-style-type: none"> • To play simple musical instruments. • Basic posture • Dynamic contrast <p>Context: Glockenspiels</p>	<p>Skill:</p> <ul style="list-style-type: none"> • To create and combine sounds to create music • Improvise a 1 bar rhythm • Improvise a 1 bar melodic phrase (3 pitches) <p>Harmony:</p> <ul style="list-style-type: none"> • Explore combinations of sounds <p>Expression:</p> <ul style="list-style-type: none"> • Explore dynamic choices • Explore instrument choices • <p>Context: Sound stories</p>	<p>Skill:</p> <ul style="list-style-type: none"> • To play simple musical instruments. • Basic posture • Dynamic contrast • Use of musical choices to create an effect • Perform in unison <p>Context: Glockenspiels</p>
Three	<u>To play tuned and untuned instruments</u>	<u>Singing performance</u> Skill: Using their	<u>Percussion - musical families</u>	<p>Skill:</p> <ul style="list-style-type: none"> • Appreciate and 	<u>To play tuned and untuned instruments</u>	<u>Performance</u> Skill:

	<p>Skill:</p> <ul style="list-style-type: none"> Listen with attention to detail Play and perform in solo and ensemble contexts Understand staff and other musical notations <p>Context: Harvest Assembly</p> <p>Playing the Ukulele</p>	<p>voices with control and expression. Perform in solo and ensemble</p> <p>Context: Christmas Performance</p> <p>Skill:</p> <ul style="list-style-type: none"> Listen, appraise and evaluate a range of music learn about differing types of music and the routes of music. Develop an understanding of the history of music. <p>Context: Study of music from the Tudor period.</p>	<p>Skill – identify a range of classroom and orchestral percussion instruments by sound.</p>	<p>understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Traditional</p> <ul style="list-style-type: none"> Music from national and other heritages represented in the school <p>Classical</p> <ul style="list-style-type: none"> Music from western classical tradition <p>Popular</p> <ul style="list-style-type: none"> Popular music <p>Context: Ten Pieces Project: George Gershwin</p>	<p>Skill:</p> <ul style="list-style-type: none"> Listen with attention to detail Play and perform in solo and ensemble contexts Understand staff and other musical notations (Tuned instrument) Basic posture Clear tone Simple additional part with others (e.g. round, ostinato accompaniment) <p>Context: Playing the Ukulele</p>	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music To play untuned instruments <p>Making a contribution</p> <ul style="list-style-type: none"> Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song) <p>Self-esteem</p> <ul style="list-style-type: none"> Perform a solo to teacher Perform in a group to teacher <p>Context: Summer festival performance - Glockenspiels charanga unit 1</p>
Four	<p><u>To play tuned and untuned instruments</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Listen with attention to detail Play and perform in solo and ensemble contexts Understand staff and other musical notations Perform a solo to teacher Perform in a group to teacher 	<p><u>Christmas Songs</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Perform in ensemble contexts using voices with some control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of live music 	<p><u>Musical Notation</u></p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. Use Glockenspiels to begin to understand how pitch is represented in music notation (treble clef) <p>Context: Glockenspiels</p>	<p><u>Improvising and Composing:</u></p> <ul style="list-style-type: none"> Performing skills and controlling sounds Composing skills, creating and developing ideas Appraising skills, responding and reviewing Listening and applying knowledge and understanding Improvise an ostinato/riff 	<p><u>To play tuned and untuned instruments</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Listen with attention to detail Play and perform in solo and ensemble contexts Understand staff and other musical notations Perform a solo to teacher Perform in a group to teacher 	<p><u>Percussion BBC Ten Pieces</u></p> <p>Skill:</p> <p>Traditional</p> <ul style="list-style-type: none"> Music from national and other heritages represented in the school <p>Classical</p> <ul style="list-style-type: none"> Music from western classical tradition <p>Popular</p> <ul style="list-style-type: none"> Popular music Improvise an ostinato (rhythm and

	Context: Ukulele	<ul style="list-style-type: none"> Range of an octave, mostly by step Follow music notation to give a guide as to pitch shape when learning new songs. <p>Context: Christmas Performance</p>		<p>(e.g. for an accompaniment)</p> <ul style="list-style-type: none"> Improvise a melodic phrase (up to 5 pitches) within a structure <p>Context: Viking Sea Shanties</p>	Context: Ukulele	<ul style="list-style-type: none"> pitch) Compose an ostinato melody (Progression from HT4) Listen and identify elements of music including instruments, dynamics, tempo, texture Compose within a given musical structure. <p>Composer: Heiter Villa-Lobos</p>
Five	<p>Skill: To perform and play in solo and ensemble contexts, using voices with increasing expression and control</p> <p>Context: Singing - Christmas performance rehearsal</p> <p>Context: African Djembe</p>	<p><u>BBC Ten Pieces</u></p> <p><u>Context</u></p> <ul style="list-style-type: none"> How musical concepts are used to reflect different intentions <p><u>Concepts</u></p> <ul style="list-style-type: none"> How music reflects different cultural contexts <p>How venue and occasion influence performance and composition</p> <p><u>Traditional</u></p> <ul style="list-style-type: none"> Traditional music from other parts of the world <p><u>Emotional</u></p> <ul style="list-style-type: none"> Express contrasting emotions through music (e.g. happy, sad) 	<p>Skill:</p> <ul style="list-style-type: none"> Dynamic contrasts Articulation contrasts e.g. Staccato Phrasing Range about an octave (or 6 chords) Rhythmic playing with at least three note lengths <p>Context: Keyboards</p>	<p>Skill: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>Context: WW2 - soundscapes/ percussion/ukuleles</p>	<p>Skill: To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Context: Keyboards</p>	<ul style="list-style-type: none"> How music reflects different cultural contexts How venue and occasion influence performance and composition <p><u>Improvements</u></p> <ul style="list-style-type: none"> Suggest improvements for own and others work <p><u>Form</u></p> <ul style="list-style-type: none"> Simple structure (e.g. introduction, verse and chorus) <p><u>Expression</u></p> <ul style="list-style-type: none"> Contrasting dynamics (forte / piano) and articulation (staccato / legato) <p><u>Melody</u></p> <ul style="list-style-type: none"> Explore layering of

						<p>rhythmic and / or melodic phrases</p> <p>Harmony</p> <ul style="list-style-type: none"> Explore layering of rhythmic and / or melodic phrases <p>Expression</p> <ul style="list-style-type: none"> Indicate tempo
Six	<p>Skill:</p> <ul style="list-style-type: none"> Dynamic contrasts Articulation contrasts e.g. Staccato Phrasing Range about an octave (or 6 chords) Rhythmic playing with at least three note lengths <p>Context: Keyboards</p>	<p>Skill:</p> <ul style="list-style-type: none"> Open mouth, relaxed jaw and clear pronunciation Dynamic range <p>Making a contribution</p> <ul style="list-style-type: none"> Support other artists (e.g. play or create music for a dance or drama performance or an exhibition) <p>Self-esteem</p> <ul style="list-style-type: none"> Perform a solo to school class Perform in a group in a school assembly <p>Independence</p> <ul style="list-style-type: none"> Identify an aspect of performing or composing to improve through working at home <p>Context: Christmas Production</p>	<p><u>BBC Ten Pieces</u></p> <p>Context</p> <ul style="list-style-type: none"> How musical concepts are used to reflect different intentions <p>Concepts</p> <ul style="list-style-type: none"> How music reflects different cultural contexts <p>How venue and occasion influence performance and composition</p> <p>Traditional</p> <ul style="list-style-type: none"> Traditional music from other parts of the world <p>Emotional</p> <ul style="list-style-type: none"> Express contrasting emotions through music (e.g. happy, sad) <p>Composer: Anna Meredith</p>	<p><u>Garage Band</u></p> <p>Melody</p> <ul style="list-style-type: none"> Explore layering of rhythmic and / or melodic phrases <p>Harmony</p> <ul style="list-style-type: none"> Explore layering of rhythmic and / or melodic phrases <p>Expression</p> <ul style="list-style-type: none"> Indicate tempo <p>Improvements</p> <ul style="list-style-type: none"> Suggest improvements for own and others work <p>Team work</p> <ul style="list-style-type: none"> Without teacher's help work in a group to improve a group performance or composition 	<p>Skill:</p> <ul style="list-style-type: none"> Dynamic contrasts Articulation contrasts e.g. Staccato Phrasing Range about an octave (or 6 chords) Rhythmic playing with at least three note lengths <p>Context: Keyboards</p>	<p><u>Performance</u></p> <p>Skill:</p> <ul style="list-style-type: none"> Open mouth, relaxed jaw and clear pronunciation Dynamic range <p>Making a contribution</p> <ul style="list-style-type: none"> Support other artists (e.g. play or create music for a dance or drama performance or an exhibition) <p>Self-esteem</p> <ul style="list-style-type: none"> Perform a solo to school class Perform in a group in a school assembly <p>Independence</p> <ul style="list-style-type: none"> Identify an aspect of performing or composing to improve through working at home <p>Context: Leavers Assembly</p>

To include Enrichment opportunities / Visits out and Visitors In