

Music Curriculum

National Curriculum

| Key Learning Intentions: Years 1 and 2 | Key Learning Intentions: Years 3 and 4 | Key Learning Intentions: Years 5 and 6 |
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| <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. |
| Key Skills Year 1 / 2 | Key Skills Year 3/4 | Key Skills Year 5/6 |
| <p>Year 1</p> <p>Singing I use my voice in different ways such as speaking, singing and chanting I sing with a sense of the shape of the melody e.g. high / low</p> <p>Playing / performing When performing I take account of musical instructions I perform with awareness of others I keep to a steady tempo Improvising / Experiment I create and choose sounds in response to given starting points I can experiment with different sounds</p> <p>Composing I try out my ideas and change as I go along I can make and change sounds I chose appropriate sounds for the context I recognise and explore how sounds can be made and changed</p> <p>Listening / Appraising I respond to different moods in music e.g. emotions, pace, tone colour I notice changes in sounds I notice repeated patterns</p> <p>Year 2</p> <p>Singing I sing with a sense of the shape of the melody e.g. application of more complex rhythms</p> <p>Improvising I improvise in making sounds and with my voice</p> <p>Composing I recognise and explore how sounds can be organised I respond to starting points given to me I choose carefully and order sounds in a beginning, middle and end I represent sounds with symbols e.g. graphic scores</p> <p>Playing / Performing I perform simple patterns and accompaniments keeping to a steady tempo I represent sounds with symbols</p> <p>Listening / Appraising I can explain simple music structures e.g. beginning, middle, end or verse, chorus patterns I improve my own work</p> | <p>Year 3</p> <p>Singing I sing in tune and with controlled expression e.g. dynamics and projection of voice</p> <p>Improvising I explore the ways sounds can be combined and used expressively I improvise repeated patterns</p> <p>Composing I can combine several layers of sound on purpose and for effect e.g. texture I can read basic musical scores e.g. crochet, quaver</p> <p>Playing / Performing I perform simple melodic and rhythmic parts using a small number of notes I perform with an awareness of timbre I perform simple melodic and rhythmic parts</p> <p>Listening / Appraising I discuss my work, and that of others I make improvements to my own work I can explain how musical elements can be used e.g. tempo, dynamics, pitch</p> <p>Year 4</p> <p>Singing I sing in tune and with controlled expression e.g. dynamics and projection of voice, pronunciation</p> <p>Improvising I use improvisation to develop ideas</p> <p>Composing I make accurate choices to create a structured composition I can read basic musical scores e.g. crochet, quaver</p> <p>Playing / Performing I perform simple melodic and rhythmic parts I compose music that combines musical elements. I combine several layers of sound with an awareness of the combined effect I make accurate choices to create repeated patterns.</p> <p>Listening / Appraising I make improvements to my own work, commenting on the intended effect using musical vocabulary e.g. texture, timbre, pitch, tempo I discuss the work of others using appropriate vocabulary e.g. thinner texture I notice how venue, occasion, and purpose affect the way music is created, performed, and heard</p> | <p>Year 5</p> <p>Singing I can sing with an understanding of more complex rhythms e.g. poly-rhythms</p> <p>Improvising I improvise melodic and rhythmic phrases as part of a group performance I notice and explore how music reflects different intentions</p> <p>Composing I compose by developing ideas within musical structures I can experiment with techniques used by other composers</p> <p>Playing / Performing While performing by ear and from notations, I maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect I can apply basic musical scores e.g. crochet, quaver</p> <p>Listening / Appraising I suggest improvements to their own and others' work, commenting on how intentions have been achieved I suggest improvements to their own and others' work, commenting on how intentions have been achieved I compare and evaluate different kinds of music using an appropriate musical vocabulary I notice how venue, occasion and purpose affect the way music is created, performed and heard</p> <p>Year 6</p> <p>Singing I can show an awareness of basic harmony and counterpoint</p> <p>Improvising I notice and explore appropriate musical devices e.g. pitch, duration, dynamic, tempo, timbre, texture, structure I improvise melodic and rhythmic material within given structures</p> <p>Composing I can compose melodies, rhythms, chords and structures I use a variety of notations when I compose, where appropriate</p> <p>Playing / Performing I perform significant parts from memory and from notations I use tempo, dynamics, phrasing and timbre to make my performance more expressive</p> <p>Listening / Appraising I refine and improve my work I can talk about famous musicians and comment on progression from the past and present I notice how venue, occasion and purpose affect the way music is created, performed and heard I analyse and compare musical features I can make tiny adjustments to fit my own part into a group performance I notice and explore how music reflects time, place and culture</p> |

Topic Overview

| | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| Year 1 Overall focus: Voice and untuned Percussion | Focus: Singing, performing, improvising, composing and listening. Voice and untuned Percussion | Focus: Composition and performance Voice and untuned Percussion | Seasonal Focus Focus: Singing and performance Voice | Focus: Singing, performing, improvising, composing, and listening Voice and untuned Percussion | Focus: Singing, performing, improvising, composing, and listening. Voice and untuned Percussion | Focus: Singing, performing, improvising, composing, and listening Voice and untuned Percussion | <u>Rhythm and Percussion</u> Focus: Singing, performing, improvising, composing, and listening Voice and untuned Percussion | Celebration Assemblies |
| Year 2 Overall focus: Glockenspiels Tuned percussion Voice Reading rhythm and simple notation. | Focus: Singing, performing, improvising, composing, and listening Composing a melody as an extension Introduction to reading crotchets and quavers! Glockenspiels | The Orchestra and LSO programme Working towards LSO performance Focus: Listening, singing and performance Glockenspiels | Seasonal Focus Focus: Singing and performance | Focus: Improvising, composing and listening Reading crotchets and quavers! Glockenspiels | Focus: Singing, performing, improvising, composing, and listening. Perform accompaniment on Glockenspiels | Rhythm, Melody, Harmony and Bass Working towards LSO performance Focus: Listening, singing, composing and performance Focus: Singing, performing, composing, and listening. Reading crotchets and quavers! Glockenspiels | Focus: African Drumming Focus: Singing, performing, improvising, composing, and listening. Djembe's | Celebration Assemblies |
| Year 3 Overall Focus: Keyboards Reading rhythms Crotchet, pair of quavers, crotchet rest, and 4 semiquavers. | Focus: Listening and performance Keyboard skills Notation and keyboard layout. Keyboards | Focus: composition and performance Keyboards | Seasonal Focus Focus: Singing and performance Voice | The Families of the Orchestra Focus: Listening to Baroque, Classical, Romantic, Modern Keyboards | Carnival of the Animals Focus: Listening and performance Keyboards | Ostinato and Melody Focus: Composing, listening and performance Keyboards and voice | Music from different countries: world focus Focus: Singing, performing, improvising, composing and listening Keyboards, voice and Percussion | Celebration Assemblies |

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| <p>Year 4</p> <p>Apollo Orchestra workshops</p> <p>Overall focus:</p> <p><u>Keyboard</u></p> <p>Reading rhythms</p> <p>Crotchet, pair of quavers, crotchet rest, and 4 semiquavers minim and semibreve</p> <p>Introduction to reading treble clef</p> | <p><u>It's all treble</u></p> <p>Focus: Notation and composition</p> <p>Reading the treble clef</p> <p>Semiquavers, minims, semibreves to be taught in addition to prior note durations.</p> <p>Keyboards</p> | <p><u>Topic: Brazil</u></p> <p>Focus: Samba and Ensemble</p> <p>Samba instruments.</p> | <p><u>Seasonal Focus</u></p> <p>Focus: Singing and performance</p> <p>Voice</p> | <p><u>The elements of music</u></p> <p>Focus: Composing</p> <p>Performance</p> <p>Listening</p> <p>Keyboards and voice</p> | <p><u>Melody for the Rainforest</u></p> <p>Focus: Composing, performance, and ensemble performance.</p> <p>Keyboard, voice and percussion instruments</p> | <p><u>Chords</u></p> <p>Focus: Composing, performance and singing.</p> <p>Keyboards and voice</p> | <p><u>The Bass</u></p> <p>Focus: Notation. Singing and performance.</p> <p>Keyboards and voice</p> | <p>Celebration Assemblies</p> |
| <p>Year 5</p> <p>Overall Focus:</p> <p><u>Ukulele and Keyboards</u></p> <p>Reading rhythms</p> <p>Crotchet, pair of quavers, crotchet rest, and 4 semiquavers minim and semibreve</p> <p>Reading on the treble clef</p> | <p>Ukulele chords</p> <p>Focus: Reading Tablature and performance</p> <p>Ukulele and voice</p> | <p>Festive Ukulele</p> <p>Focus: Notation and performance</p> <p>Suggestion – Ukulele Festive songs</p> <p>Ukulele and voice</p> | <p><u>Seasonal Focus</u></p> <p>Focus: Singing and performance</p> <p>Voice</p> | <p>The Planets by Holst</p> <p>Focus: Listening, composition and performing</p> <p>Holst</p> <p>Keyboards</p> | <p>Medieval Music</p> <p>Focus: Listening, composing and performance.</p> <p>Keyboards</p> | <p>Programme Music</p> <p>Focus: Listening, composing and performance</p> <p>Keyboards</p> | <p>Garage band intro</p> <p>Music technology</p> <p>Focus: Composing, listening, and recording.</p> <p>iPad- Garage Band</p> | <p>Celebration Assemblies</p> |
| <p>Year 6</p> <p><u>Keyboard</u></p> <p><u>Ukulele</u></p> <p><u>Djembes</u></p> <p>Reading rhythms</p> <p>Crotchet, pair of quavers, crotchet rest, and 4 semiquavers minim and semibreve</p> <p>Reading treble clef</p> | <p>Focus: Listening, composition, and performance</p> | <p>The Djembe</p> <p>African Drumming</p> <p>Focus: Composing, singing and performance</p> <p><u>Djembes and voice</u></p> | <p><u>Seasonal Focus</u></p> <p>Focus: Singing and performance</p> <p>Voice</p> | <p>Music Tech Composition – Garage Band</p> <p>composition Focus: Listening</p> <p>Notation pitch and rhythm</p> <p>iPad- Garage Band</p> | <p>The band</p> <p>Focus: Listening, composition, and performance.</p> <p>Keyboards, drums, guitar, and voice</p> | <p>Song writing</p> <p>Focus: Listening, composing and performance</p> <p>Keyboards, Ukuleles, and voice</p> | <p>Year 6 performance</p> <p>Focus: Singing and performance</p> | |