



Music Curriculum Overview

INTENT	<p>At Lord Street our intent is for children to aspire to be the musicians of the future through gaining experience of music across a variety of genres from local, national and international musicians. Gaining a firm understanding of what Music is, through listening, singing, playing, analysing and composing through the use of their voices and through playing musical instruments.</p> <p>Children will explore their own musical talents using a variety of instruments and prepare their own musical pieces as well as having the opportunity to perform.</p>					
EYFS	<p>Our EYFS lessons are a natural precursor to our Year 1 Music plans and focus not only on discrete music learning but also on how to incorporate music into all the other areas of learning.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Child-led learning in continuous provision</p>	<p>Celebration Music Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. Understanding the World -Recognise that people have different beliefs and celebrate special times in different way. Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Exploring Sound Explore using voices to make a variety of sounds. Explore how to use our bodies to make sounds Explore different sounds and think about tempo Explore the sounds of different instruments Experiment with tempo and dynamic when playing instruments Identify sounds in the environment and differentiate between them. Use musical vocabulary when describing environmental sounds. Identify and describe familiar nature sounds and differentiate between them. Use voices to imitate natural sound Vocabulary</p>	<p>Music and Movement Listen/Perform:Head, shoulders, knees and toes Understand why songs have actions Learn some simple Makaton signs to accompany a song Listen/Perform Justin Timberlake – Can't Stop the Feeling Pharrell Williams – Happy American Authors – Best Days of my life Explore beat through body movement Express feelings and emotions through movement to music Listen/Perform: Vivaldi's 4 Seasons Slow Jazz Music John Denver Annie's Song</p>	<p>Musical Stories Listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy - recall part of the story. Listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev - recall the characters from the story. Listen/Perform: The Sleeping Princess Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. Talk about how a piece of music makes you feel Listen/Perform: We're Going on a bear Hunt. Use actions to retell a story to music</p>	<p>Big Band Listen/Perform: 'We Are the Dinosaurs' by the Laurie Berkner Band Discuss what makes a musical instrument Use recyclable materials to create a simple representation of a musical instrument Listen/Perform: 'Pirates of the Carribean - Auckland Symphony Orchestra' Learn what an orchestra is Learn about the four different groups of musical instruments Copy and follow a beat Follow a beat using an untuned instrument Experiment with playing tuned and untuned instruments</p>



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		<p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p> <p>-ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs.</p> <p>-ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p> <p>Vocabulary- Kinnor – a lyre, similar to a harp. Shofar – a horn, traditionally made from a ram’s horn.</p>	<p>Sounds, instrument, bodies, voices, loud, quiet</p> <p><u>Instruments</u></p> <p><u>Percussion instruments</u> (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Someday my Prince will come</u> <u>Techno Music – London Rock</u> <u>Franz Schubert March Militaire</u></p> <p>Explore beat through body movement</p> <p><u>Jiggle scarf song by KindyRock'</u></p> <p>Express feelings and emotions through movement to music</p> <p>Perform action songs to a small audience.</p> <p><u>Vocabulary</u> Sounds, instrument, bodies, voices, listen, Makaton</p> <p><u>Instruments</u> <u>Percussion instruments</u> (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>Sing and perform a group song</p> <p>Learn how instruments can represent a certain mood, character or action</p> <p>Create a musical story based upon a familiar routine</p> <p>Use instruments to represent moods or actions</p> <p>Play an instrument as part of a group story</p> <p><u>Vocabulary</u> Sounds, instrument, mood, actions</p> <p><u>Instruments</u> <u>Percussion instruments</u> (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><u>Listen/Perform: Row, Row, Row Your Boat 'The Grand Old Duke of York'</u></p> <p>Play in time to familiar songs</p> <p>Choose appropriate instruments to represent different parts of a song.</p> <p>Perform a practised song to a small audience.</p> <p><u>Vocabulary</u> Sounds, instrument, mood, actions</p> <p><u>Instruments</u> <u>Percussion instruments</u> (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>
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		<p>Drum – simple frame drum made of wood with an animal skin stretched over the frame.</p> <p>Tambourine – very like modern tambourines.</p> <p>Cymbals – very like modern cymbals.</p> <p>Flute – wooden, a bit like our modern recorder.</p> <p>Instruments- Tambourine, Drum, Flute, Cymbal</p>				
TERMS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Stage 1 (Year 1 & 2)					
Year 1	<p>Pulse and Rhythm Theme: All about me</p> <p>National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds</i></p>	<p>Classical Music, Dynamics and Tempo Theme: Animals</p> <p>National Curriculum objectives: 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</p>	<p>Musical Vocabulary Theme: Under the Sea</p> <p>National Curriculum objectives: <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>Musical vocabulary</p>	<p>Timbre and Rhythmic Patterns Theme: Fairy Tales</p> <p>National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Pitch and Tempo Theme: Superheroes</p> <p>National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds</i></p>	<p>Vocal and Body Sounds Theme: By the Sea</p> <p>National Curriculum: : Animals</p> <p>National Curriculum objectives: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned</p>



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<p><i>using the inter-related dimensions of music.</i></p> <p>Pulse and rhythm Listen/Perform: My favourite things To use my voice and hands to make music Listen/Perform: You've got friend in me – Randy Newman from Toy Story. To clap and play in time to the music Listen/Perform: Can't stop the feeling by Justin Timberlake To play simple rhythms on an instrument Happy To listen to and repeat short rhythmic patterns Listen/Perform: 'Duo' from An American Tail To understand the difference between pulse and rhythm Vocabulary Rhythm, pulse</p> <p>Instruments Percussion instruments(inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>sounds using the inter-related dimensions of music.</p> <p>Listen and perform: Antonio Vivaldi's 'Storm (Winter)' from the Four Seasons To use percussion and my body expressively in response to music Listen and perform: Singing animals. To sing a song in sections Listen and perform: To perform a song Listen and perform: To use instruments to create different sounds. Listen and perform: To create and choose sounds Vocabulary accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion,</p>	<p>Listen/Perform: Jaws theme Tune and Hawaii five 0 To learn the musical vocabulary: pulse and tempo Listen/Perform: Aquarium from Carnival of the Animals To explain what dynamics and timbre are To explain what pitch and rhythm are Listen/Perform: Wellerman by Nathan Evans To explain what texture and structure are To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre Vocabulary Pulse, dynamics, tempo Celeste, timbre, pitch Rhythm, structure Texture, graphic score</p> <p>Instruments Percussion instruments (inc. Glockenspiel, xylophones, wooden blocks), voice, piano/ keyboard</p>	<p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>Timbre and rhythmic patterns</p> <p>Listen/Perform: The 3 Little Pigs To use voices expressively to speak and chant To select suitable instrumental sounds to represent a character To compose and play a rhythm Listen/Perform: Peter and the Wolf Sergei Prokofiev, To recognise how timbre is used to represent characters in a piece of music To keep the pulse using untuned instruments</p> <p>Vocabulary Timbre, pulse, rhythm Syllables, strings, timpani Oboe, clarinet, bassoon french horn, flute Instruments Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine,</p>	<p><i>using the inter-related dimensions of music</i></p> <p>Pitch and tempo</p> <p>Listen/Perform Superman theme music To understand the concept of pitch Listen/Perform Batman theme tune To create a pattern using two pitches Listen/Perform William Tell Overture – Finale' by Gioachino Rossini To understand the concept of tempo Listen/Perform: Super heroes music To create a superhero theme tune Listen/Perform The Incredibles theme music To perform confidently as part of a group Vocabulary Accelerando, high pitched low pitch, perform, performance, pitch, pitch pattern, tempo</p> <p>Instruments Percussion instruments (inc. Glockenspiel, chime bars and handbells), voice</p>	<p>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. Listen and perform: To create and choose sounds. Listen and perform: To sing a song in sections. Listen and perform: To perform a song Listen and perform: To use instruments to create different sounds. Listen and perform:</p>
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		<p>performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow</p> <p><u>Instruments</u> Percussion instruments, drums, keyboard, microphone</p>		<p>castanets, guiro, cowbell, symbols), voice</p>		<p>To use instruments to create different sounds.</p> <p><u>Vocabulary:</u> fast slow quiet dynamics tempo musical composition</p> <p><u>Instruments</u> microphone, tune and untuned percussion instruments.</p>
Year 2	<p>West African Call and Response song Theme: Animals National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Orchestral Instruments Theme: Traditional Stories National Curriculum objectives: <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds</i></p>	<p>Musical Me National Curriculum objectives: <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Dynamics, Timbre, Tempo and Motifs Theme: Space 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</p>	<p>On this Land: British songs and sounds: 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</p>	<p>Myths and Legends National Curriculum objectives: <i>Play tuned and untuned instruments musically</i> <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p>



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	<p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>African call and response song</p> <p>Listen/Perform: West African call and response</p> <p>To create short sequences of sound</p> <p>To copy a short rhythm and recognise simple notation</p> <p>Listen/Perform: Ghanaian song 'Che Che Kule'.</p> <p>To learn a traditional song from Ghana</p> <p>To create rhythms based on 'call and response'</p> <p>To add dynamics (volume) to a structure of rhythms</p> <p><u>Vocabulary</u></p> <p>Timbre, dynamics, tempo call and response, rhythm structure</p> <p><u>Instruments</u></p> <p>Percussion instruments (inc. drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p><i>using the inter-related dimensions of music</i></p> <p>Orchestral instruments</p> <p>Listen/Perform: "Eric Coates - The Three Bears: A phantasy"</p> <p>To listen to and analyse an orchestral version of a traditional story</p> <p>Listen/Perform: "Do You Want To Build A Snowman?"</p> <p>To listen to and analyse a film musical version of a traditional story</p> <p>Listen/Perform: Jack and the Beanstalk'</p> <p>To select appropriate sounds to match events, characters and feelings in a story</p> <p>To write a play script and select appropriate musical sounds to accompany it</p> <p>To perform a story script with accompanying music</p> <p><u>Vocabulary</u></p> <p>Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo</p>	<p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <p>Musical me</p> <p>Listen/Perform: Once a man fell in a well</p> <p>To sing and play an instrument at the same time</p> <p>To choose and play appropriate dynamics and timbres for a piece of music</p> <p>To use musical notation to play melodies</p> <p>To use letter notation to write my own melody</p> <p>To use timbre and dynamics in musical composition</p> <p><u>Vocabulary</u></p> <p>Rhythm, pulse, dynamics, timbre, beat, melody, notation</p> <p><u>Instruments</u></p> <p>Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>combine sounds using the inter-related dimensions of music.</p> <p>Listen and perform:</p> <p>Space soundtrack</p> <p>To create a simple soundscape for effect.</p> <p>Listen and perform:</p> <p>Listening to space</p> <p>To listen for and recognise some basic elements of music</p> <p>Listen and perform:</p> <p>Comparing planets</p> <p>To compare two pieces of music</p> <p>Listen and perform:</p> <p>Planet motif</p> <p>To be able to create short sequences of sound.</p> <p>Listen and perform:</p> <p>Journey to space</p> <p>To be able to create short sequences of sound and perform with accuracy.</p> <p><u>Vocabulary</u></p>	<p>using the inter-related dimensions of music.</p> <p>Listen and perform:</p> <p>British seaside sounds</p> <p>To learn about the music of the British Isles.</p> <p>Listen and perform:</p> <p>Countryside sounds</p> <p>To learn about the music of the British Isles and create music of our own.</p> <p>Listen and perform:</p> <p>Sounds of the city</p> <p>To learn about the music of the British Isles and create music of our own.</p> <p>Listen and perform:</p> <p>Structured soundscape</p> <p>To compose a piece of music as part of a group.</p> <p>Listen and perform:</p>	<p>Myths and legends</p> <p>Listen/Perform: "St. George and the Dragon"</p> <p>To create a rhythm</p> <p>Listen/Perform: 'Royal Scottish National Orchestra recording of Tintagel by Arthur Bax'</p> <p>To show structure on a graphic score</p> <p>Listen/Perform: 'Warner Classics: Philippe Jarousky - Aria from Gluck opera - Orfeo'</p> <p>To write a graphic score to show texture</p> <p>To compose a piece of music with a given structure</p> <p>To perform a group composition</p> <p><u>Vocabulary</u></p> <p>Beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave, notation, structure, tempo, texture, timbre</p>
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		<p><u>Instruments</u> Percussion instruments (inc. Glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>		<p>soundscape</p> <p>timbre dynamics tempo motif</p> <p><u>Instruments</u> Tuned percussion instruments</p>	<p>Journey through Britain. To evaluate and improve a group composition.</p> <p><u>Vocabulary:</u> composition duration dynamics inspiration pitch structure tempo texture timbre</p> <p><u>Instruments</u> Untuned and tuned instruments</p>	<p><u>Instruments</u> Voice, glockenspiel, keyboard, drums, triangle, tambourine, castanets, guiro, cowbell, symbols</p>
Lower Key Stage 2 (Year 3 & 4)						
Year 3	<p>Ballads National Curriculum objectives: 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</p>	<p>Creating Compositions in response to animation Theme: Mountains National Curriculum objectives: Play and perform in solo and ensemble contexts, using their voices and playing</p>	<p>Developing Singing Techniques Theme: The Vikings National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>Pentatonic Melodies and Composition Theme: Chinese New Year National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p>Jazz: National Curriculum objectives: Use and understand staff and other musical notations 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</p>	<p>Traditional instruments and improvisation (Theme: India) National Curriculum objectives: Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical</p>



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<p>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</p> <p>Ballads Listen/Perform: Space Oddity by David Bowie To sing a ballad and explain what it is To be able to perform a ballad with an understanding of style Listen/Perform: 'Soar by Alyce Tzue' To understand that ballads tell a story Listen/Perform: Writing on the wall – Sam Smith Diamonds Rhianna Run Leona Lewis Winds of change – The Scorpions Hello - Adele To be able to write lyrics for a ballad 'Blue (Da Ba Dee)' by Eiffel 65 To take part in a group performance Vocabulary</p>	<p>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 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen and perform: Telling stories through music</p>	<p><i>instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> Developing singing techniques Listen/Perform : Dragon Ship To sing in time with others Listen/Perform: Sing like a Viking To recognise simple rhythmic notation by ear and by sight To use simple rhythmic notation to compose a Viking battle song</p>	<p><i>instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> Pentatonic melodies and composition To learn about the music used to celebrate the Chinese New Year festival Listen/Perform: 'Jasmine Flower' To play a pentatonic melody To write and perform a pentatonic melody</p>	<p>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. Listen and perform: Ragtime To sing and clap a syncopated rhythm for a ragtime style song. Listen and perform: Dixieland To improvise a call and response Listen and perform: Scat singing To be able to scat sing using the call and response format. Listen and perform: Jazz motifs To create a jazz motif. Listen and perform: Swung rhythms To create a jazz motif. Vocabulary call and response dixieland jazz motif Ragtime rhythm scat singing</p>	<p>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 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen and perform: Introducing traditional Indian music and instruments Listen and perform: Indian music: Playing a rag To be able to improvise using given notes. Listen and perform: Indian music: Adding a drone To be able to improvise using given notes. Listen and perform:</p>
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	<p>Ballad, ensemble, compose Instruments voice</p>	<p>To tell a story from a piece of music through movement. Listen and perform: Creating a soundscape To create a soundscape using percussion instruments. Listen and perform: Story sound effects To create a range of sounds to accompany a story. Listen and perform: Adding rhythm To compose and perform a rhythm to accompany a story. Listen and perform: Musical mountain To compose and notate a short melody to accompany a story. Vocabulary: influence listen dynamics timbre</p>	<p>To perform music with confidence and discipline Vocabulary Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined Instruments Voice, glockenspiel</p>	<p>Listen/Perform: 'Enter the Dragon'. To perform a group composition To perform a piece of music as a group Vocabulary Tempo, crescendo, dynamics, timbre duration Instruments Voice, glockenspiel</p>	<p>straight quaver swung quaver syncopation Instruments Tuned percussion instruments</p>	<p>Indian music: Introducing the tal To create a piece of music using a drone, rag and tal. Indian music: Performing Anile vaa To perform a piece of music using musical notation. Vocabulary Bollywood drone dynamics notation rag sitar tabla tanpura tala tempo Instruments Keyboards or glockenspiels Hand drums</p>
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		<p>pitch repeated rhythm pattern notation ensemble compose Instruments Tuned and untuned percussion instruments</p>				
Year 4	<p>Body and Tuned Percussion Theme: Rainforests National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>Body and tuned percussion Listen/Perform 'Rain sound by clapping' To identify structure and texture in music Listen/Perform Clapping music' by Steve Reich</p>	<p>Rock and Roll National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>Listen and perform: Ragtime To sing and clap a syncopated</p>	<p>Changes in Pitch, Tempo and Dynamics Theme: Rivers National Curriculum objectives: <i>Use and understand staff and other musical notations</i> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>	<p>Haiku, Music and Performance Theme: Hanami National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p>Listen and perform: Describing blossom To describe the festival of Hanami</p>	<p>Samba and Carnival Sounds and Instruments National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Develop an understanding of the history of music</i></p> <p>Samba and carnival sounds</p>	<p>Adapting and Transposing Motifs Theme: Romans National Curriculum objectives: <i>Use and understand staff and other musical notations</i> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>



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	<p>To use body percussion To create musical rhythms using body percussion Listen/Perform The rhythm of the rainforest floor To create simple tunes Listen/Perform Cup Challenge from perfect pitch To build and improve a composition <u>Vocabulary</u> Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration keyboard <u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols) keyboard</p>	<p>for a ragtime style song. Listen and perform: Dixieland To improvise a call and response Listen and perform: Scat singing To be able to scat sing using the call and response format. Listen and perform: Jazz motifs To create a jazz motif Listen and perform: Swing rhythms To create a jazz motif <u>Vocabulary</u> call and response dixieland jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation</p>	<p><i>related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> Changes in pitch, tempo and dynamics Listen/Perform 'River Deep Mountain High' – Ike and Tina Turner Listen/Perform The River is Flowing' To sing in two parts using expression and dynamics Listen/Perform 'The Moldau' by Bedrich Smetana. To recognise key elements of music Listen/Perform 'Black Horse and The Cherry Tree' by KT Tunstall To perform a vocal ostinato To create and perform an ostinato To improve and perform a piece of music based around ostinatos <u>Vocabulary</u> a cappella, breathing, dynamics, harmony,</p>	<p>using words and sounds. Listen and perform: Sounds of blossom To represent a .blossom tree using sounds. Listen and perform: Blossom haiku To identify different musical features. Listen and perform: Haiku melodies To work as a group to create a piece of music to celebrate Hanami. Listen and perform: Haiku performance To perform a piece of music to celebrate Hanami. <u>Vocabulary:</u> Hanami cherry blossom pitch sound glissando pizzicato composer</p>	<p>Listen/Perform: 'Batucada Samba bateria' To recognise and identify the main features of samba music Listen/Perform: 'Rio de Janeiro Carnival' To understand and play syncopated rhythms Listen/Perform: Samba rhythms To play syncopated rhythms as part of a group Listen/Perform: Samba Drumming To compose a basic rhythmic break Listen/Perform: Samba call and response To perform rhythmic breaks within the samba piece <u>Vocabulary</u> Agogo, bateria, Caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison Instruments</p>	<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i> Adapting and transporting motifs Listen/Perform Road Building song To sing in tune and in time To understand what a musical motif is To compose and notate a motif To develop and transpose a musical motif Listen/Perform Beethoven's fifth symphony' To combine and perform different versions of a musical motif <u>Vocabulary</u> backing track, bass line, beat, call and response, compose, crotchet dotted minim, flats, graphic, notation, in-time, in-tune key, key, signature, loop, lyrics, minim, motif, notation,</p>
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Music Curriculum Overview

		<p>Instruments Tuned percussion instruments Untuned percussion instruments Keyboards or chromatic glockenspiels</p>	<p>listen, texture, tempo, ostinato, percussion, layer Instruments Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols)</p>	<p>composition col legno haiku syllables melody dynamics tempo Instruments Tuned and untuned percussion Instruments Optional: invite students to bring in instruments they play.</p>	<p>Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic, notation, riff, semibreve, sharps Instruments Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice, piano/keyboard</p>
Upper Key Stage 2 (Year 5 & 6)						
Year 5	<p>Composition and Notation Theme: Ancient Egypt National Curriculum Objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-</i></p>	<p>Blues National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>	<p>South and West Africa National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-</i></p>	<p>Composition to Represent the Festival of Colour Theme: Holi Festival National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<p>Looping and Remixing National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-</i></p>	<p>Musical Theatre National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>



Music Curriculum Overview

	<p><i>related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Composition notation Listen/Perform Gift of the Nile performance To sing with accuracy, fluency, control, and expression Walk Like An Egyptian' by The Bangles To explore and use different forms of notation To understand note length Listen/Perform Gift of the Nile To read simple pitch notation Listen/Perform Funeral march for Queen Mary I – Henry Purcell</p>	<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>Blues To know the key features of Blues music Listen/Perform Moanin' Lisa Blues To play the first line of the 12-bar Blues Listen/Perform 12-bar Blues, To be able to play the 12-bar Blues Listen/Perform String bend style guitar To be able to play the Blues scale Listen/Perform SwissDutchManMusic - Piano Blues improvisation To be able to improvise with notes from the Blues scale</p>	<p><i>related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>South and west Africa Listen/Perform Shosholoza - song, lyrics and translation' To sing a traditional African song unaccompanied To use tuned percussion to play a chord progression Listen/Perform Drumming away to Africa To use vocals or tuned percussion to perform a piece of music as an ensemble Listen/Perform Drumming away to Africa To play call and response rhythms using percussion instruments</p>	<p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Composition to represent the festival of colour 'Morning' from the Peer Gynt Suite by Edvard Grieg 'Movement 4 (Saltarello/Tarantella) from the Italian Symphony by Felix Mendelsshon 'Vltava/Die Moldau from Má vlast (My Fatherland) by Bedrich Smetena To understand that music can be represented with colours To represent a piece of music as a graphic score To create a vocal composition based on a picture</p>	<p><i>related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music.</i></p> <p>Listen and perform: Body percussions loops To be able to play a simple looped rhythm from notation. Listen and perform: Mixing loops To create a piece of music using pre-written loops. Listen and perform: Learning the original To be able to play a melody line accurately and fluently. Listen and perform: Looping fragments To select a section of a tune and perform it as a loop . Listen and perform:</p>	<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music.</i></p> <p>Listen and perform: What is musical theatre? To understand the history of musical theatre Listen and perform Character or action song To identify character songs and action songs. Listen and perform: Create your own musical</p>
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Music Curriculum Overview

	<p>To use hieroglyphs and stave notation to write a piece of music</p> <p><u>Vocabulary</u> Features, notation, repeating Unison, composition, structure Repetition, melody, tempo, compose Ensemble, minor key</p> <p><u>Instruments</u> Glockenspiel and voice</p>	<p><u>Vocabulary</u> Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation</p> <p><u>Instruments</u> Glockenspiel and keyboard</p>	<p>To create an eight beat break to play within a performance</p> <p><u>Vocabulary</u> a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>To create a piece of music inspired by a single colour To work as a group to perform a piece of music</p> <p><u>Vocabulary</u> Synaesthesia, dynamics, Holi, graphic score, vocal composition, performance</p> <p><u>Instruments</u> Voice</p>	<p>Remix To combine loops to create a remix.</p> <p><u>Vocabulary</u> accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix rhythm riff structure.</p> <p><u>Instruments</u> Headphones Keyboards or other tuned percussion instruments.</p>	<p>To create a musical theatre scene</p> <p><u>Listen and perform:</u> Rehearsing my musical To rehearse a musical theatre scene. <u>Listen and perform:</u> Performing my musical To perform a musical theatre scene Vocabulary Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical</p>
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Music Curriculum Overview

						<p>Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Solo Tempo</p> <p>Instruments Tuned and untuned instruments</p>
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Music Curriculum Overview

						Pupils' own instruments
Year 6	<p>Advanced Rhythms</p> <p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>Advanced rhythms To develop an understanding of the Kodaly music method To strengthen the feeling of pulse when working with rhythmic patterns <i>Reich's clapping music</i></p>	<p>Dynamics, Pitch and Tempo</p> <p>Theme: Fingal's Cave</p> <p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Dynamics: pitch and tempo To appraise the work of a classical composer (Felix Mendelssohn) To improvise as a group, using dynamics and pitch To improvise as a group, using texture To use knowledge of dynamics, texture and</p>	<p>Songs of WW2</p> <p>National Curriculum objectives: 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 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen and perform:</p>	<p>Film Music:</p> <p>National Curriculum objectives: 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 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen and perform:</p>	<p>Themes and Variations</p> <p>Theme: Pop Art</p> <p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Use and understand staff and other musical notations</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i></p> <p>Theme and variations</p>	<p>Composing and Performing a Leavers' Song</p> <p>National Curriculum objectives: <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Listen with attention to detail and recall sounds with increasing aural memory</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p>Composing and performing a leavers song</p>



Music Curriculum Overview

	<p>To explore rhythmic patterns in order to build the sense of pulse To use knowledge of rhythm to create own composition To use knowledge of rhythmic notation to notate own composition <u>Vocabulary</u> Kodaly, rhythm, TA, TITI, TWO, SH, syllables, crotchets, quavers, notation, pulse, chant, melody, unison, rhythmic elements, music, critic, compose, beat practise</p> <p><u>Instruments</u> voice</p>	<p>pitch to create a group composition Fingal's Cave by Mendelssohn To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p> <p><u>Vocabulary</u> audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble</p> <p><u>Instruments</u> Percussion instruments (inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice</p>	<p>Singing for victory To use musical vocabulary to identify features of different eras of music. Listen and perform: The White Cliffs of Dover To improve accuracy in pitch and control, singing with expression and dynamics. Listen and perform: Pitch up To identify pitches within an octave when singing. Listen and perform: Harmonise To use knowledge of pitch to develop confidence when singing in parts Listen and perform: Let's notate To be able to notate a melody using pitches up to an octave.</p>	<p>Soundtracks To appraise different musical features in a variety of film contexts. Listen and perform: Scenes and sounds To identify and understand some composing techniques in film music. Listen and perform: Following the score To use graphic scores to interpret different emotions in film music. Composing for film To create and notate musical ideas and relate them to film music. Listen and perform: The soundtrack To play a sequence of musical ideas to convey emotion. <u>Vocabulary</u> accelerando</p>	<p>To explore the musical concept of theme and variations The Young Person's Guide to the Orchestra To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' To use complex rhythms to be able to perform a theme To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. <u>Vocabulary</u> 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind <u>Instruments</u> Percussion instruments</p>	<p>Never forget – Take That You've got a friend in me – Randy Newman, Toy Story With a little help from my friends – The Beatles Reach – S Club 7 To listen to and describe music To write lyrics for a song To organise lyrics into a song structure <i>Four-chord progressions.</i> To use vocal improvisation and known melodies against a backing track To compose a melody</p> <p><u>Vocabulary</u> Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse</p> <p><u>Instruments</u> Percussion instruments</p>
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Music Curriculum Overview

			<p><u>Vocabulary</u> music morale Britain troops frontline Vera Lynn contrast tempo higher and lower diaphragm melody phrase graphic score pitch Do Re Mi Fa So La Ti counter-melody harmony Solfa <u>Instruments</u> Percussion instruments.</p>	body percussion brass characteristics chords chromatics clashing composition convey crescendo descending dynamics emotion imagery improvise interpret interval major melodic minor modulate orchestral pitch sequence solo soundtrack symbol timpani	(inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice	(inc. glockenspiel, drums, triangle, tambourine, castanets, guiro, cowbell, symbols), voice
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Music Curriculum Overview