



## Music Curriculum Overview



	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	A	B	A	B	A	B	A	B	A	B	A	B
<b>Year 1/2</b>	Hey You!	I Wanna Play in a Band!					Rhythm and the Way we Walk	Zootime			In the Groove	Hands, Feet, Heart
<b>Year 3/4</b>	Let Your Spirit Fly	Mamma Mia!	Ukulele (10 weeks)				Three Little Birds	Lean on Me			Bringing us Together	Stop!
<b>Year 5/6</b>	Livin' on a Prayer	Happy					Make You Feel my Love	You've got a Friend			The Fresh Prince of Bel Air	Music and Me

National Curriculum Subject Content	
Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>

### EYFS

Children in EYFS will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

## Progression of Knowledge

	Year 1/2	Year 3/4	Year 5/6
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know that some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style and be able to recognise the sound and names of some of the instruments used.</li> </ul>	<ul style="list-style-type: none"> <li>To know 5 songs from memory and who sang them or wrote them.</li> <li>To know the style of the 5 songs.</li> <li>To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>➤ Its lyrics: what the song is about</li> <li>➤ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>➤ Identify the main sections of the song (introduction, chorus, verse etc...)</li> <li>➤ Name some of the instruments they can hear in the song.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know 5 songs from memory, who sang or wrote them, when they were written and if possible, why?</li> <li>To know the style of the 5 songs and to name other songs in those styles.</li> <li>To choose 2 or 3 other songs and be able to talk about: <ul style="list-style-type: none"> <li>➤ Some of the style indicators of the song (musical characteristics that give songs their style).</li> <li>➤ The lyrics: what the song is about.</li> <li>➤ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>➤ Identify the main sections of the songs (intro, verse, chorus, etc..)</li> <li>➤ Name some of the instruments they hear in the song.</li> <li>➤ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that rhythms are different to the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Know and be able to talk about: <ul style="list-style-type: none"> <li>➤ How pulse, rhythm and pitch work together.</li> <li>➤ Pulse: Finding the pulse – the heartbeat of the music.</li> <li>➤ Rhythm: The long and short patterns over the pulse.</li> <li>➤ Know the difference between pulse and rhythm.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know and be able to talk about: <ul style="list-style-type: none"> <li>➤ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</li> <li>➤ How to keep the internal pulse.</li> <li>➤ Musical leadership: creating musical ideas for the group to copy or respond to.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>➤ Pitch: High and low sounds that create melodies.</li> <li>➤ How to keep the internal pulse.</li> </ul>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• To confidently sing or rap five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• To know why we need to warm up our voices.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>➤ Singing in a group can be called a choir.</li> <li>➤ Leader or conductor: A person who the choir or group follow.</li> <li>➤ Songs can make you feel different things, e.g. happy, energetic, sad etc..</li> <li>➤ Texture: How a solo singer makes a thinner texture than a large group.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know and confidently sing 5 songs and their parts from memory, and to sing with a strong internal pulse.</li> <li>• To choose and song and be able to talk about: <ul style="list-style-type: none"> <li>➤ Its main features.</li> <li>➤ Singing in unison, the solo, lead vocal, backing vocals or rapping.</li> <li>➤ To know what the song is about and the meaning of the lyrics.</li> <li>➤ To know and explain the importance of warming up your voice.</li> </ul> </li> </ul>
<b>Playing</b>	<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the name of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>➤ The instruments used in a class (a glockenspiel, recorder or xylophone).</li> <li>➤ Other instruments they might play or be played in a band or orchestra by their friends.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>➤ Different ways of writing music down, e.g. staff notation, symbols etc..</li> <li>➤ The notes C, D, E, F, G, A, B + C on the treble stave.</li> <li>➤ The instruments that they might play or be played in a band, orchestra or by their friends.</li> </ul> </li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>• Know that improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that using one or two notes confidently is better than using five.</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>➤ mprovisation is making your own tune up on the spot.</li> <li>➤ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>➤ To know that using one or two notes confidently is better than using five.</li> <li>➤ To know if you improvise using the notes you are given, you cannot make a mistake.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>➤ A composition: music that is created by you and kept in some way.</li> <li>➤ Different ways of recording compositions (letter names, symbols, audio etc...).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>➤ A composition: music that is created by you and kept in some way.</li> <li>➤ A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>➤ Notation: recognise the connection between sound and symbol.</li> </ul> </li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>➤ You must sing or rap the words clearly and play with confidence.</li> <li>➤ It involves communicating feelings, thoughts and ideas about the song/music.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>➤ Performing is sharing music with other people, an audience.</li> <li>➤ Everything that will be performed must be planned and learned.</li> <li>➤ You must sing or rap the words clearly and play with confidence.</li> <li>➤ It involves communicating feelings, thoughts and ideas about the song/music.</li> </ul> </li> </ul>

### Progression of Skills

	Year 1/2	Year 3/4	Year 5/6
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>• To learn how they can enjoy music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently identify and move to the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about message of songs.</li> </ul>

*Aspiration - Resilience - Community*

	<ul style="list-style-type: none"> <li>To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>Think about what the words in a song mean.</li> <li>Talk about the musical dimensions working together e.g. if the song gets louder in the chorus.</li> <li>Talk about the music and how it makes them feel.</li> <li>Try to use a developing musical vocabulary when talking about music they listen to.</li> </ul>	<ul style="list-style-type: none"> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Use musical vocabulary when talking about the songs.</li> <li>Talk about music and how it makes you feel, using musical vocabulary to describe the music.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>Finding the pulse.</li> <li>Listen to the rhythm and clap back.</li> <li>Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>Create rhythms for others to copy.</li> <li>Listen and sing back, using voices to copy back using 'la' whilst marching the steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Finding the pulse.</li> <li>Create own simple rhythm patterns.</li> <li>Listen and sing back (no notation).</li> </ul>	<ul style="list-style-type: none"> <li>Finding the pulse</li> <li>Copy back rhythms based on the words of the main song, that include syncopation/off-beat.</li> <li>Copy back one-note riffs using simple and syncopated rhythm patterns.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – rap, spoken word with rhythm.</li> <li>Starting and stopping when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and in simple two-parts.</li> <li>Demonstrate good singing posture.</li> <li>Follow a leader when singing.</li> <li>Enjoy exploring singing solo.</li> <li>To sing with an awareness of being 'in tune'.</li> <li>To have an awareness of pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison and backing vocals.</li> <li>Demonstrate good singing posture.</li> <li>Follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>
<b>Playing</b>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium challenge).</li> </ul>	<ul style="list-style-type: none"> <li>Play any one, or all four, differentiated parts on a tuned instrument.</li> <li>Rehearse and perform their part of the melody or song from memory or using notation.</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique.</li> <li>Select and use an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part of the</li> </ul>

	<ul style="list-style-type: none"> <li>Play the part in time with the steady pulse.</li> </ul>		<p>melody or song from memory or using notation.</p> <ul style="list-style-type: none"> <li>Rehearse and perform their part of the melody or song from memory or using notation.</li> <li>Listen to and follow musical instructions from a leader</li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>Clap and Improvise – listen and clap back, then listen and clap your own answer (rhythm of words).</li> <li>Sing, Play and Improvise – use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>Improvise – take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform.</li> <li>Copy Back – Listen and sing back melodic patterns.</li> <li>Play and Improvise – Using instruments, listen and play an answer using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise using instruments in the context of the song they are learning to perform.</li> <li>Copy Back – Listen and sing back melodic patterns.</li> <li>Play and Improvise – Using instruments, listen and play an answer using one , two or three notes.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Help create three simple melodies using one, three or five different notes.</li> <li>Start to learn how the notes of the composition can be written down and changed of necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three five or all five notes.</li> <li>Plan and create a section of music that can be performed within the context of the song.</li> <li>Talk about how a composition was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes an simple rhythms that work musically with the style of the song being studied.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol, e.g. graphic/pictorial notation.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>Choose a song from the scheme and perform it.</li> <li>Add own ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To discuss the performance and compare it to a previous performance.</li> </ul>

		<ul style="list-style-type: none"> <li>To record the performance and say how they were feeling, what they were pleased with and what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and talk musically about it, 'What went well?' and 'It would have been even better if...?'</li> </ul>
--	--	--	---