



Music Curriculum Overview

	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Reception	Singing 1 (beat, pitch) Songs with two notes - so/mi Call and response and partner songs Pulse actions Musical elements: loud/quiet, high/low fast/slow Introducing the terms pitch and beat Responding to sung instructions	Christmas Show Singing with actions and pitch awareness Singing from memory Responding to visual directions Performing in time with the music	Singing 2 (types of voices, rests, instruments) Different kinds of voice production Songs with three notes - so/mi/la Discriminating between song and rhyme Understanding rests Inventing pulse actions Singing in small groups and in pairs Responding to musical signals without words Accompanying songs on untuned percussion instruments in small groups (beat, rests) Singing independently Starting and stopping at the right time Inventing a word or sound in a rest	Singing 3 (rhythm, notation) Singing at different pitches Using hand movements to show pitch movement Introducing the term rhythm Rhythm actions Counting beats and rests Following a graphic score for the beat Recognising songs by their rhythm		

Year 1	Duration	Christmas Carols	Pulse and Rhythm	Pitch	Graphic score	Timbre, Tempo, Dynamics
	Creating vocal sound effects	Singing with actions, pitch awareness and good voice projection	Following rhythmic notation (semibreve, minim, crotchet, paired quavers)	Singing, counting in and responding to simple visual directions	Identifying musical elements	Creating descriptive sounds
	Singing with actions and pitch awareness Developing instrumental playing techniques	Singing from memory	Combining beat and rhythm	Playing the C major scale creating rhythm and pitch patterns	Exploring graphic scores	Using descriptive vocabulary for sound pictures
	Playing simple rhythms on untuned percussion instruments	Responding to visual directions	Accompanying songs with rhythmic ostinati (repeated patterns)	Playing tuned percussion instruments	Playing untuned percussion instruments responding to simple dynamic indications	Selecting and combining appropriate instruments
	Developing ensemble playing skills	Performing in time with the music	Changing the speed and length of the beat	Following pictures and symbols to guide singing and playing	Creating graphic scores responding to pictorial stimuli	Following simple structures
			Developing ensemble skills	Improving ensemble skills		Combining layers of sound
						Creating sequences of sound effects
Year 2	Duration	Christmas Carols	Pulse and Rhythm	Pitch	Singing Games	Timbre, Tempo, Dynamics
	Producing vocal and instrumental sounds	Singing with pitch accuracy and increasing vocal control	Singing with pitch accuracy	Playing simple tunes on tuned percussion instruments	Singing with confidence	Singing with confidence
	Playing rhythmic accompaniments and melodies	Following dynamic indications	Following rhythmic notation (semibreve, minim, crotchet, paired quavers)	Accompanying songs combining melody and drone	Identifying the musical characteristics of different singing games	Creating music in response to a non-musical stimulus
	Following rhythmic notation (semibreve, minim, crotchet, paired quavers)	Responding to visual directions	Accompanying songs with a combination of beat, rhythm and rhythmic ostinati (repeated patterns)	Following dot notation	Playing melodies and rhythmic ostinati	Improvising vocally and on untuned percussion instruments within a given structure
	Singing with increasing vocal control	Performing in time with the music	Rhythmic composition using dot and stick notation	Melodic improvisation with three notes	Accompanying songs by changing the speed of the beat	Combining vocal and instrumental descriptive sounds
	Instrumental playing techniques	Singing from memory		Improving ensemble skills		Improving ensemble skills
	Improving ensemble playing skills					

Year 3	Rhythmic patterns Reading rhythmic notation (semibreve, minim, crotchet, paired quavers) Combining rhythmic and melodic ostinati Composing rhythmic ostinati based on spoken phrases Notating own rhythmic patterns Improving ensemble skills	Christmas Carols Singing with pitch accuracy and expression Following dynamic indications Responding to visual directions Performing in time with the music Singing from memory	Descriptive music Identifying the expressive use of tempo, instruments, dynamics, rhythm Singing with expression and changing dynamics Composing music to represent sequences of movements Composing melodic and rhythmic patterns using note values and letter names Playing melodies and rhythms Reading rhythmic notation	Pentatonic Scales Singing with pitch and rhythmic accuracy in harmony Identifying a pentatonic melody by ear Reading music notation (semibreves, minims, crotchets/rests, paired quavers, E-F') Combining melody, beat, rhythmic ostinato and drone Improvising pentatonic melodies Improving ensemble and instrumental skills	Recorder skills Reading music notation (B, A, G, C/minims, crotchets/rests, paired quavers) Developing recorder playing technique Improving ensemble skills Playing in time with the backing tracks Following leader's visual cues Following dynamics Copying simple melodic patterns Improvising melodies with up to four notes	
Year 4	Clarinet/Trumpet Skills Understanding of basic mouth position and hand positions of the clarinet/trumpet Knowledge of rhythmic notation (crotchet, quavers, minims, semibreves, rests) Reading simple pitch notation of 5 notes (C-G')		Clarinet/Trumpet Skills Be able to play 7 notes and read them confidently (C-G', low B, low A) Playing semiquavers and syncopated rhythms Be able to read staff notation while playing their instrument Responding to dynamic indications		Clarinet/Trumpet Skills Be able to play 7-10 notes and read them confidently Following simple dynamic indications Reading and practising music ready to perform Improving ensemble and performing skills	
Bb Programme (HMS)						

Year 5	Rounds and Singing		African Drumming	Indian Music	Descriptive Music and Melodic Composition (‘Viennese Clock’ by Kodaly)	
	Singing three-part rounds with pitch accuracy focusing on phrasing		Listening skills: copying rhythmic patterns	Identifying structure, instruments, patterns	Listening skills: identifying musical elements	
	Playing two-part rounds on tuned percussion instruments		Combining beat, cue and rhythmic patterns	Rhythmic and melodic improvisation within given structure	Composing three 8-beat themes with chordal accompaniment in C major scale	
	Singing with a sense of ensemble and performance		Rhythmic improvisation	Combining melodic improvisation with rhythmic patterns	Understanding descriptive music and rondo form (A-B-A-C-A)	
	Accompanying with rhythmic patterns, melodic ostinati and triads (I, IV, V)		Playing cyclic patterns	Combining melodies with two-note drone		
	Playing major and minor chords		Following musical cue	Improving ensemble skills		
	Improving ensemble skills					
Year 6	Music Foundations	Round Composition	Latin American Music		Blues	Y6 Production
	Understanding staff notation	Singing a four-part round	Identifying musical elements		Playing triads (I, IV, V)	Singing with a focus on appropriate style, phrasing, diction and voice projection
	Identifying musical elements	Composing melodies over a two-chord sequence	Combining melodies with rhythmic and melodic ostinati and a bass line		Following staff notation	Singing solo parts with confidence
	Improving listening skills (Grade 1-3 ABRSM Aural)	Using staff notation	Following a musical cue		Following the 12-bar blues sequence	Following dynamic indications
	Knowledge of orchestra’s layout and instruments	Accompanying a round with chords, melodic and rhythmic ostinati	Improving ensemble skills		Rhythmic and melodic improvisation (riffs and blues scale)	Singing songs with syncopated rhythms
	Knowledge of four music eras (Baroque-20 th c.) and representative composers	Playing triads	Improving listening skills and focusing on the use of music vocabulary		Using tuned percussion instruments	Singing from memory
		Using major and minor chords				