



# Music Curriculum Overview

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

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

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

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