



# Curriculum

## Subject Overview



**Music**



## One Education Music Overview

The music curriculum is a spiral curriculum, with key skills being repeated. Singing, playing instruments, composing, listening to and appraising music takes place weekly.

Resources: BBC 10 pieces, Classical100, YouTube, Sing Up.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Ourselves</u> Develop the singing voice Use percussion instruments Respond to stop/go signals.	<u>Ourselves</u> Sing rhymes and chants instruments Know what instruments are made of (skin, metal, wood)	<u>Louis Armstrong</u> Respond to signals Recognise and name percussion instruments	<u>Reggae Music/Bob Marley</u> Play given rhythms Play/sing with varying dynamics/tempo Create musical patterns with a partner	<u>Hans Zimmer</u> Create an ostinato rhythm Play a simple melody by ear Improvise and compose using BBC 10 pieces 'Earth' as a stimulus	<u>Ravi Shankar</u> Sing in two parts Compose using a structure A, B, A, B	<u>Florence Price</u> Sing in 2 and 3 parts Listen and appraise music from a range of cultures Perform as a 3- part ensemble	<u>Samba – Brazil (Heitor Villa Lobos – The Little train of the Caipira)</u> Develop an understanding of the origins of samba music Read and play samba rhythms Play as an ensemble
Rhythm/playing instruments								
Singing	<u>Naming instruments</u> Develop the singing voice by exploring tempo, dynamic's, pitch, timbre Begin to know the names of instruments	<u>Celebrations</u> Sing with varying tempo/dynamics /timbre Clap/play a given rhythm	<u>Winter Soundscapes</u> Sing with varying tempo/dynamic/timbre Mark phrases of a song Keep the pulse Play/clap rhythms	<u>Tchaikovsky – The Nutcracker</u> Read simple rhythms (crotchet/quavers) To experiment with and create sounds using the 'Trepak Dance' as a stimulus	<u>Tchaikovsky – Dance of the Sugar Plum Fairy</u> Create and improvise ostinato rhythms Read rhythm notation (crotchet, quavers, crotchet rests)	<u>Debussy</u> Sing with increasing control and accuracy Work with a partner using varying structures eg A, BB, A, BB Combine ostinato rhythms	<u>WCET – Recorder</u> Play B, A, G and E on the recorder with the correct posture, tonguing and fingering Improvise using 12 bar blues Perform to an audience	<u>Samba – Brazil</u> Sing with increasing accuracy and control Play and perform in solo and ensemble contexts Appraise music from Brazil

Spring	Listening and Appraising	<u>Pulse/Rhythm</u> Play along to songs (pulse and/or rhythm) Move to music	<u>Pulse/Rhythm</u> Play along to songs (distinguishing between pulse and rhythm) Keep the pulse when listening to music	Play along to songs Trace the shape of a song	<u>Female composers</u> Listen to a range of female composers across different eras and genres Experiment with and create sounds	<u>Exploring metres</u> Read pitch notation (G, E and A) Explore different metres Play rhythm against metre	<u>Vivaldi -Four Seasons</u> Listen to and appraise 'Winter' by Vivaldi Compose and create using words as a stimulus	<u>WCET – Recorder</u> Compose in pairs using the notes B, A, G and E Play and read note D	<u>George Gershwin – Rhapsody in Blue</u> Listen to and appraise 'Rhapsody in Blue' Sing in harmony Create a motif Explore metre
	Composing	<u>Dynamics/Tempo</u> Explore dynamic and tempo when playing instruments Experiment with sounds in response to a stimulus	<u>Space</u> Explore dynamics, tempo and pitch when playing instruments Experiment with sounds in response to a stimulus (space)	<u>Composing using a stimulus</u> Copy a given rhythm Recognise rests Use sounds to create musical effects	<u>Sea Shanties</u> Explore metre Copy rhythms Add percussion to songs Experiment with, create, select and combine sounds	<u>Composing</u> Play melodic phrases Compose using a given structure	<u>Pitch – Xylophones</u> Play a tune by ear Read pitch notation Create an arrangement of 'Every night I climb the stairs'	<u>Garage Band - Rap</u> Record and delete tracks Add vocals to a recorded track	<u>Blues</u> Improvise using the blues scale Develop an understanding of chords and triads
Summer	Singing	<u>Living Things</u> Develop the singing voice Explore tempo, dynamics, pitch and timbre Play along to familiar songs	<u>Living Things</u> Sing varying dynamics, tempo, pitch and timbre Play pulse/rhythm to familiar songs	<u>Develop the singing voice</u> Play from symbols Experiment with sounds	<u>Carnival of the Animals – Saint-Saens</u> Explore metre Read simple pitch notation (G and E)	<u>European composers</u> Read and play 8-beat rhythms Combine (clapping) ostinato rhythms	<u>WCET - Recorder</u> Use the correct posture, tonguing and fingering to play the recorder Play B, A and G on the recorder Read pitch and rhythm notation	<u>Florence Price</u>	<u>Garage Band</u> Record a layered 8-bar track Improvise a melody Create and record a chord sequence
	Performing	<u>Pirates</u> Respond to stop/go, loud/quiet, fast/slow signals Perform to an audience	<u>Pirates</u> Choose instruments appropriately to make different sounds Perform to an audience	<u>Summer</u> Create question and answer phrases with a partner	<u>The Beatles</u> Listen to a range of music Perform to an audience Experiment with and create sounds	<u>Greig- Hall of the Mountain King</u> Play 2 ostinato rhythms together Use structure of well-known song to create a composition Perform to an audience	<u>WCET – Recorder</u> Play B, A, G and E on the recorder with the correct posture, tonguing and fingering Improvise using 12 bar blues Perform to an audience	<u>Stavinsky – The Firebird</u> Read/play pitch notation Create a motif Compose using the inter-related dimensions of music Perform to an audience	<u>Anna Meredith – Connect it</u> Create sounds using body percussion Create and compose music using the musical canon Work collaboratively with others

								Prepare songs for the 'Big Sing' (BWH)
National Curriculum Key Stage Requirements			Sing songs and speak chants and rhymes Play instruments Listen/respond to music Experiment with sounds	Sing with increasing accuracy, fluency and control in solo and ensemble contexts Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts Listen to and appraise a range of music Improvise and compose music for a range of purposes Read musical notation Develop an understanding of the history of music				