



Music Curriculum Overview

	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Reception	<p>Singing 1 (beat, pitch)</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>Christmas Show</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>Singing 2 (types of voices, rests, instruments)</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>Singing 3 (rhythm, notation)</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>	

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

Year 3	<p>Rhythmic patterns</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>Christmas Carols</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>Descriptive music</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>Pentatonic Scales</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>Recorder skills</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>
Year 4	<p>Clarinet/Trumpet Skills</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>Clarinet/Trumpet Skills</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>Clarinet/Trumpet Skills</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>		

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