

Music Curriculum Overview 2024-2025

Early Years Outcomes for Music:

Nursery: 3 and 4 Year Olds

Expressive Arts and Design:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception: Children in Reception

Expressive Arts and Design:

- 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

Early learning Goals:

Expressive Arts and Design: Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS	Autumn	Spring	Summer
<u>Nursery</u>	<p>Sing finger rhymes, nursery rhymes and counting songs with easy tunes and choruses.</p> <p>First half term linked to all about me and traditional fairy tales second half term.</p> <p>Make up movements or actions to songs and music.</p> <p>Introduce and play instruments while singing familiar songs. Begin to learn the names of instruments.</p> <p>+ Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p> <p>Use of Singing Phonics Book 1 to support musical rhythm, beat and names of instruments.</p>	<p>As Autumn but also :-</p> <p>Play instruments while singing familiar songs.</p> <p>Practise playing instruments in different ways e.g. fast/slow, loud/soft.</p> <p>Songs and rhymes linked to</p> <p>Explore instrumental sounds to represent different sounds e.g. farmyard animals.</p> <p>Use of Singing Phonics Book 1 to support the musical themes and level 1 Phonics progression</p>	<p>As Autumn but also :-</p> <p>Play instruments while singing familiar songs.</p> <p>Practise playing instruments in different ways e.g. fast/slow, loud/soft.</p> <p>Explore instrumental sounds to represent different sounds e.g. farmyard animals.</p> <p>Use of Singing Phonics Book 1 to support the musical themes and level 1 Phonics progression – temp, rhythm and beat.</p> <ul style="list-style-type: none"> • Learn nursery rhyme songs linked to people who help us e.g. Espresso – There are people who help us.

<p><u>Reception</u> Cycle 1 Expressive Arts and Design – Music 2023 – 2024</p>	<p>All About Me Sing-up – Hello, How are you? The Family Song Harvest- 'Cauliflowers fluffy' song Three Singing Pigs – Little Red Hen Charanga - Name song Sounds Topical - The Best Fruit Salad in the world Song Seasons and Change Sing up – Harvest Rock and Roll Our Wonderful World Let's go fly a kite</p> <p>+ Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p> <ul style="list-style-type: none"> • Recognising sounds and sound patterns. • Playing un-turned percussion instruments (claves, shakers, maracas, tambourines, drums, woodblock) • Sing simple songs from memory. • To rehearse and perform with others • Listen with concentration. Term focus: Begin to identify the pulse in music 	<p>Space The solar system song – Kids TV The Planet song – KLT</p> <p>Travel Music from Around the World Tam Tam Tambablay book -Mrs Brownie Three Singing Pigs – The Awongalema Tree</p> <p>Sing up – Down there under the sea</p> <p>+ Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p> <ul style="list-style-type: none"> • Recognising sounds and sound patterns, • develop co-ordination when playing unturned percussion (claves, shakers, maracas, tambourines, drums, woodblock) • Sing simple songs from memory. • To rehearse and perform with others • Listen with concentration Term focus: Exploring tempo- fast/ slow 	<p>Growth Three Singing Pigs – Jack and the Beanstalk The Enormous Turnip</p> <p>A tiny seed was sleeping</p> <p>Animals and habitats Apusskidu – Going to the Zoo Barefoot book – Down in the Jungle</p> <p>Noah's Ark – Animals went in 2 by 2</p> <p>Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p> <ul style="list-style-type: none"> • Recognising sounds and sound patterns, • Playing unturned percussion instruments • Sing simple songs from memory. • match movement to music. Term focus: Sing songs to pitch with increasing accuracy.
<p><u>Reception</u> Cycle 2 Expressive Arts and Design – Music 2024 – 2025</p>	<p>All About Me Sing-up – Hello, How are you? The Family Song Harvest- 'Cauliflowers fluffy' song Three Singing Pigs – Little Red Hen Charanga - Name song Sounds Topical - The Best Fruit Salad in the world Song</p> <p><u>Traditional Fairytales</u> Musical Express – Three Bears Rap</p>	<p><u>Toys</u> Musical Express – The Jack Factory Robot Builders</p> <p>+ Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p> <p><u>Our wonderful World</u> Tam Tam Tambablay – Funga Alafia Naka Naka Hoi Mrs Brownie Chocolate, molinillo</p>	<p><u>Minibeasts and Living Things</u> Sing Up – Hop, Little Frog Charanga – Five Fien Bumble Bees</p> <p>A tiny seed was sleeping</p> <p><u>Our Community</u> Musical Express – Farm Animals and Beyond Big Litter Muncher</p> <p>BBC Teach –</p>

	<p>Singing Phonics – Three Pigs Rap BBC Teach – Jack and the bean stalk</p> <ul style="list-style-type: none"> - What shall we do? - Fe-fi-fo-fum - Golden Hen <p>+ Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p> <ul style="list-style-type: none"> • Recognising sounds and sound patterns. • Playing un-turned percussion instruments (claves, shakers, maracas, tambourines, drums, woodblock) • Sing simple songs from memory. • To rehearse and perform with others • Listen with concentration. <p>Term focus: Begin to identify the pulse in music</p>	<ul style="list-style-type: none"> • Recognising sounds and sound patterns, • develop co-ordination when playing unturned percussion (claves, shakers, maracas, tambourines, drums, woodblock) • Sing simple songs from memory. • To rehearse and perform with others • Listen with concentration <p>Term focus: Exploring tempo- fast/ slow</p>	<p>Noah's Ark The Animals went in 2 by 2</p> <p>Sing Up – People Who Help Us</p> <p>Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p> <ul style="list-style-type: none"> • Recognising sounds and sound patterns, • Playing unturned percussion instruments • Sing simple songs from memory. • match movement to music. <p>Term focus: Sing songs to pitch with increasing accuracy.</p>
<p>Aims – covered across Key Stage 1 and Key Stage 2</p>	<p>A1) perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>A2) learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <p>A3) understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>		
<p>Key stage 1 National Curriculum Objectives</p>	<p>1.1.use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>1.2.play tuned and untuned instruments musically</p> <p>1.3.listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>1.4.experiment with, create, select and combine sounds using the inter-related dimensions of music. (pitch, duration, dynamics, tempo, rhythm)</p>		
<p>Key Stage 1</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 1</p>	<p><u>Autumn 1-Exploring pulse and rhythm.</u> <u>1.1, 1.2, 1.4</u></p> <ul style="list-style-type: none"> • start to identify and respond to pulse in music and songs • Identify and play simple rhythms in music, songs and chants • Know the difference between pulse and rhythm • sing simple songs and rhymes • use un-tuned percussion to play simple rhythms and pulse in songs 	<p><u>Spring 1. Pitch</u> <u>1.1,1.2,1.4</u></p> <ul style="list-style-type: none"> • Understand pitch is how high or low a note is • Identify pitch in music and songs • Identify changes in pitch in music and songs • Control the pitch of their voice • Begin to sing melodies in tune that have a small intervals and mainly go up and down in pitch • Experiment with pitch <p><u>Spring 2.What is Blues music?</u> <u>1.1,1.2,1.3,1.4</u></p>	<p><u>Summer 1. Songs and music inspired by water/sea</u> <u>1.1,1.2,1.4</u></p> <ul style="list-style-type: none"> • Sing songs and chants linked to water in unison • Sing songs tunefully • Create vocal sound effects for water • Identify long and short sounds and create their own vocal sounds with different durations • Experiment with tuned and un-tuned percussion to create a class composition linked to water • Listen and respond to Aquarium – Saint Saens

	<p><u>Autumn 2- Fireworks music and simple graphic scores. 1.1, 1.2, 1.3, 1.4</u></p> <ul style="list-style-type: none"> • Create long and short sounds • Know pitch is how high or low a note is <ul style="list-style-type: none"> - Begin to experiment with pitch and duration with their voices - Use their voice expressively to create sound effects • Understand a symbol can represent a sound. <p>Key listening: Real fireworks tracks- Music Express Handel- The Music for the Royal Fireworks.</p>	<ul style="list-style-type: none"> • Listen to blues music and identify key instruments • Sing a blues song in unison • Sing songs tunefully • Experiment with pitch and rhythm in a blues song • Compose a blues song as a class • Play a simple melody on tuned percussion. (Step intervals and repeated notes) <p>Key listening: Variety of songs from Music Express Ma Rainey Runaway Blues, In The Groove- Joanna Mangona- Charanga</p>	<p><u>Summer 2. Composition based on topic of the seaside. 1.1,1.2,1.3,1.4</u></p> <ul style="list-style-type: none"> • Use my voice expressively to represent the sea. • follow a simple graphic score to know which vocal sounds to make • use tuned percussion instruments to create a simple melody that represents animals in the sea • Begin to follow a conductor <p>Key Listening: Aquarium – Saint Saens La mer- Debussy</p>
<p>Year 2</p>	<p><u>Autumn 1 and 2. Pulse and rhythm- the beginnings of notation. 1.1,1.2,1.3,1.4</u></p> <ul style="list-style-type: none"> • Understand the difference between pulse and rhythm • Recognise pulse and rhythm. • Play a short rhythm • Play two different rhythms in sequence • Compose and play their own rhythm • Understand a melody has rhythm and pitch elements • Create and perform a short melody • Use voices to sing in tune within a limited pitch range <p>Key listening: Rhythm In the Way We Walky-Joanna Mangona Bolero-Ravel Ronda alla Turca- Mozart</p>	<p><u>Spring 1-Graphic scores- pitch, rhythm and dynamics. 1.2,1.4</u></p> <ul style="list-style-type: none"> • know a score tells us what to play • notate a short rhythm • represent pitch graphically • understand dynamics are how loud or quiet we play and follow graphic representations for this • create a short melody and represent it graphically <p><u>Spring 2-Peter and the Wolf- Prokofiev inspired composition 1.1,1.2,1.3,1.4</u></p> <ul style="list-style-type: none"> • Listen to Peter and the Wolf by Prokofiev and identify the instruments played in it • Understand each instrument represents a character • Recognise which instrument represents each character • Use pitch descriptively to represent a character • Create a short melody with a simple rhythm (using tas (crotchets), tetes (quavers), ta-ahs (minims) and rests) to create a character as a class and in small groups <p>Key listening: Peter and the wolf-Prokofiev The Lark Ascending-Vaughan Williams</p>	<p><u>Summer-Music from around the World-songs and sounds from around the world. 1.1,1.2,1.3,1.4</u></p> <ul style="list-style-type: none"> • Play a variety of rhythm patterns (including syncopation) on a range of percussion instruments • Know samba comes from Brazil • Keep to a steady pulse • As a class, play two rhythms at the same time • Know call and response is two distinct phrases where one answers the other • Know traditional Chinese music is based on a pentatonic scale (5 notes) • Sing songs from Jamaica and Australia tunefully • Sing and play a percussion instrument at the same time • Know reggae music comes from Jamaica • Know some names of instruments from countries focused on <p>Key listening: Fanfarra-Sergio Mendes/Carlinhos Brown (Samba) Zootime- Joanna Mangona Charanga (Reggae)</p>

Key stage 2 National Curriculum Objectives	2.1)play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.2)improvise and compose music for a range of purposes using the inter-related dimensions of music 2.3)listen with attention to detail and recall sounds with increasing aural memory 2.4)use and understand staff and other musical notations 2.5)appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2.6)develop an understanding of the history of music.		
Key Stage 2	Autumn	Spring	Summer
Year 3	<u>Instrument control and playing techniques.</u> <u>2.1, 2.3</u> <ul style="list-style-type: none"> • Hold the violin correctly • Play a clear, accurate note, open string pizzicato (plucked) • Hold the bow correctly • Play a clear, accurate note, open string arco (using bow) • Play with control and accuracy across open strings <p>Key listening: A Thousand Years – Christian Perri Jingle Bells – James Pierpont</p>	<u>First finger placement and composition.</u> <u>2.1, 2.2, 2.3, 2.5, 2.6</u> <ul style="list-style-type: none"> • Play an accurate note in first finger position • Create sounds on a string instrument to represent an idea (i.e. frost, animals playing...) • Control the bow to create desired sound • Be inspired by Vivaldi’s Winter and Spring • Compose a short motif using first fingers • As a class (15), collate ideas to form a class composition <p>Key listening: Winter and Spring – Vivaldi</p>	<u>Music history and its influence</u> <u>2.2, 2.3, 2.4, 2.5, 2.6</u> <ul style="list-style-type: none"> • Understand how music developed over time • Identify some key composers in the classical period • The understand a theme and variations • Be inspired by a composition from the classical period to create my own variations <p>Key listening: Twelve Variations on “Ah! Vous dirai-je, Maman” - Mozart Thee Romances – Clara Schumann Concerto No. 21 – Mozart Piano Sonata No. 11 - Mozart</p>
Year 4	<u>Instrument skills and playing as an ensemble.</u> <u>2.1, 2.3, 2.4, 2.5, 2.6</u> <ul style="list-style-type: none"> • Play an accurate note using second and third finger position • Play a simple tune using the first three finger position using the bow • Play in time as part of an ensemble • Develop accuracy of finger placement to create a clear sound • Learn a motif by Beethoven • Play to tempo • Play in time as part of an ensemble <p>Key listening: Ode To Joy - Beethoven</p>	<u>Expression through music and composition.</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u> <ul style="list-style-type: none"> • Continue to develop accuracy in first three finger placements • Understand different pieces of music evoke different emotions • Change the duration of notes in a motif • Change dynamics to show emotion • Change tempo to show emotion • Play expressively to show emotion • Compose a piece of music to show an emotion <p>Key listening: Pomp and Circumstance March No. 1 – Elgar Ode To Joy – Beethoven</p>	<u>Current compositions and story telling.</u> <u>2.1, 2.2, 2.3, 2.5, 2.6</u> <ul style="list-style-type: none"> • Understand that string instruments are used in modern music • Identify emotions evoked by different cinematic music • Identify instruments playing in an orchestra • Compose short melodic motifs to show emotions to match a short movie clip <p>Key listening: Variety of themes by John Williams</p>

<p>Year 5</p>	<p><u>Unit 1: Notation – rhythm, pitch, dynamics, rhythm</u> <u>2.1, 2.2, 2.4, 2.5</u></p> <ul style="list-style-type: none"> • Understand how to write semibreves, minims, crotchets, quavers and semi quavers • Understand note values • Begin to read music on the stave in treble clef • Record music on the stave <p><u>Unit 2: World Music</u> <u>2.3, 2.4, 2.5, 2.6</u></p> <ul style="list-style-type: none"> • Identify traditional instruments in mariachi, bhangra and gospel music • Identify and play key rhythms • Compare and contrast musical styles from around the world <p>See MTPs for song selections and key listening</p>	<p><u>Group composition and notation</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u></p> <ul style="list-style-type: none"> • Study a composer (Holst) and his Planets Suite • Compose a short pieces in small groups to represent a character • Select instruments based on their sounds to create a character • Composition built in recorded layers – untuned percussion, tuned percussion, strings <p>Key listening: The Planets Suite by Gustav Holst</p>	<p><u>Unit 1 : Vocal skills – exploring different ways to use the voice</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u></p> <ul style="list-style-type: none"> • Understand the voice is an instrument • Learn good singing technique – warm up, posture, hydration, breathing • Control use of voice to sing in different styles • Identify the beat of the music • Sing expressively to match style of piece • Use the voice to create percussive sounds (sea shanty, rap, beatboxing, acapella) <p><u>Unit 2: Harmony in singing</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u></p> <ul style="list-style-type: none"> • Sing pitch accurately • Sing parts in canon • Sing parts in harmony with others • Sing expressively to show feel of song • Use dynamics within singing to aid expression (popular music, musical theatre) <p>See MTPs for song selections and key listening</p>
<p>Year 6</p>	<p><u>Victorian music hall composition</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u></p> <ul style="list-style-type: none"> • Understand the Victorian Music Hall style • Compose an ostinato • Compose melody to fit over ostinato accompaniment • Study a pair of composer (Gilbert and Sullivan) and their style <p>Key listening: Daddy Wouldn't Buy Me a Bow Wow – Joseph Tabrar Daisy Bell – Harry Dacre I Am The Very Model of a Modern Major General – Gilbert and Sullivan</p>	<p><u>Chords, harmony and notation – with a focus on pop music</u> <u>2.1, 2.2, 2.3, 2.4, 2.5, 2.6</u></p> <ul style="list-style-type: none"> • Read music on a stave in the treble clef • Record music on the stave • Understand what a chord is • Play chords on a piano/keyboard • Record chords on a stave • Play chords as an accompaniment to a modern popular piece of music • Compose own song using chords as an accompaniment <p>Key listening: Make You Feel My Love – Bob Dylan, covered by Adele Happy – Pharrell Williams</p>	<p><u>Music technology for editing – focus on modern and pop music</u> <u>2.1, 2.2, 2.4, 2.5</u></p> <ul style="list-style-type: none"> • Explore music technology as a way of composing music • Understand technology can be used to alter pitch, dynamics, tempo and structure • Edit song written in previous unit to create a remix by changing pitch, dynamics, tempo and/or structure <p>Key listening: Angel – Tokio Myers</p>