

MUSIC CURRICULUM OVERVIEW CYCLE A 2021-2022 *



Term	Nursery	Reception	Year1/2	Year 3/4	Year 5/6
Autumn 1		Exploring Sounds around us. (Peace at last) Keep the beat- songs, rhymes and chants	Sounds all around us Pulse and rhythm Instrumental music from around the world	Recorders Notating Rhythms	Indigenous music from North America Pulse and Rhythm
Autumn 2		Exploring sounds-instruments Conducting loud and quiet- Fireworks Christmas performance	Conducting soundscapes- Fireworks Christmas performance	Recorders Christmas performance	Structuring soundscapes - Fireworks and spooky music. Christmas performance
Spring 1		African music, songs and dance. Copy talking drum rhythms.	African music, songs and dance. Improvise talking drum rhythms.	Recorders Calypso and Samba rhythms. Performing in a carnival band.	Vikings in folk songs and opera. Performing a Viking rowing chant Ostinatos and drones.
Spring 2		Stories, Sound effects and picture scores Adding instruments to stories. (The pirates are coming)	Lost in the Museum Creating musical stories using picture scores.	Recorders Oceans - sounds of the sea. What pictures does Benjamin Britten create?	Mood and effect Orchestral Music Holst – The Planets
Summer 1		All about dinosaurs Listen to an orchestra Move fast and slow (Carnival of the Animals)	Exploring contrasts Listen to an orchestra Respond through movement and pictures Holst – Mars and Neptune	Musical Journey of a River. Creating soundscapes and picture scores	Sounds from junk and nature. Perform like “Stomp”
Summer 2		Songs, sounds and music from seashores around the world. Create a seaside soundscape using junk .	Songs and music from seashores around the world. Creating a seaside soundscape using sounds from junk,	African songs, dances and music. Creating an African drumming piece.	Koras and Djembe drums and African dances. Leavers Show

MUSIC CURRICULUM OVERVIEW CYCLE B 2022-2023

Term	Nursery	Reception	Year1/2	Year 3/4	Year 5/6
Autumn 1		Exploring sounds around us.(Peace at last) Keep the beat- songs, rhymes and chants	Exploring sounds-body percussion Vocal music from around the world	Recorders Body Percussion	Songs that won the war-music, songs and dances from WW2
Autumn 2		Exploring sounds-instruments Rhythms-Do you like Fish and Chips? Christmas performance	Pulse and rhythm Kodaly rhythm names Christmas Performance	Recorders Christmas Performance	Fanfares Playing from a score Christmas Performance
Spring 1		Chinese Dragon dances. Move fast and slow. Improvise Pentatonic music	Chinese Dragon dances. Move fast and slow. Improvise Pentatonic music	Recorders Pentatonic music is everywhere.	Pop Giants-Greatest hits. Song writing.
Spring 2		Sing for Spring Add actions and accompaniments to songs	Sing for Spring Make a song with actions and accompaniments	Recorders Bhangra, Bollywood and Indian classical music and dance.	Rain forest music Creating Soundscapes.
Summer 1		Conduct a soundscape Dinosaurs Dancing Loud and quiet	Perform a story Peter and the Wolf Instruments of the orchestra	Rain forest music Creating soundscapes	Music inspired by the sea. Debussy- La Mer. Compose Pentatonic music.
Summer 2		Stories, sound effects and picture scores.	Telling a story with music Picture scores	Rounds and Street Cries Oliver the musical	Garage Band Rhythms and Raps. Leavers Show

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Reception	End Point for Reception	
<p>Musicians in Reception will:</p> <p>Cycle A – 2021-2022</p> <p>Cycle B – 2022-2023</p>	<p>Know</p> <p>When Singing That they have a variety of voices including a singing voice. That singing with others can be very enjoyable. That they can vary the speed of songs but need to keep at the same speed as other people That songs can help us to learn facts or explore ideas and emotions. That it can take time memorise the words and the melodic shape of the song and that this requires resilience.</p> <p>When developing musicianship (Pulse, rhythm and pitch) That you can make your voice copy a specific pitch or slide around from high to low. That you can make a melody using different pitches That pulse is a steady beat and that their heart beat is a pulse. That rhythms can be found in our speech patterns</p> <p>When playing instruments That there are a wide variety of instruments How to play instruments safely and how to look after them. How to follow a conductor and only play when they are meant to. That they can vary the sounds on the instruments.</p> <p>When listening and responding to music That composers can paint pictures and tell stories using music That musicians play in groups and play solos That music can make them feel different emotions. How to concentrate and listen carefully Some vocabulary to describe what they have heard and seen.</p>	<p>Be able to</p> <p>Find their singing voice Use their voice confidently and vary it. Memorise and sing entire songs. Sing in a group or on their own with or without accompaniment. Alter the words to known songs and make up their own. Keep at the same speed as others in the group, starting and stopping together.</p> <p>Pitch match – copy a 2 note “Hello” melody. Play a “Hello”or “Good morning” melody on chime bars using 2/3 pitches (CEG) .“Siren” their voice moving up and down in pitch following a conductor. Start a song by saying “off we go” Show that they can feel a pulse and create a regular beat using body movements. Copy rhythms</p> <p>Play a variety of percussion instruments making long, short, loud and quiet sounds Name some instruments. Put instruments down in front of them when it’s not time to play. Follow a conductor</p> <p>Approach a wide variety of music with confidence and curiosity and listen with concentration. Share their opinions and answer questions EG is it loud/quiet/ fast/slow, how many people are playing? Respond to music through movement, discussion or drawing.</p>

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Key Vocabulary	Key Assessment Learning Questions
<p>Stop, start. Loud, quiet, high, low, fast, slow. Drum, chime-bar, bells, shaker Metal, wood, skin. Musician, composer, song. Pulse</p>	<p>Was the music/instrument/sound - loud/quiet, fast/slow.? What was your favourite activity/piece of music What did you notice about the musicians/instruments/end of the piece? Can stop singing and playing when told Can play instruments and sing confidently.</p>
<p>Curriculum Connections to Enhance Long Term Memory Links made with other areas of the curriculum and the use of forest school area.</p>	<ul style="list-style-type: none">• Exploration and reinforcement of all areas of EYFS curriculum• Reinforcing expectations from golden rules• Listening and interaction skills• Expressing ideas and feelings• Link to literacy

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<p>Year Group: 1/2</p>	<p>End Point for KS1: (As above plus...)</p>	
<p>Musicians in KS1 will:</p> <p>Cycle A – 2021-2022</p> <p>Cycle B – 2022-2023</p>	<p>Know How to use their voices expressively by singing songs and speaking chants and rhymes</p> <p>How to play tuned and un-tuned instruments musically. How to treat instruments with care.(EG don't hit instruments on the floor, play thin skins with hard beaters or play loudly when rehearsing ,only play when it's time to play, respond to stop signal). How to create a variety of interesting sounds on instruments and to use these intentionally.</p>	<p>Be able to Identify what type of voice, articulation, speed, volume and emotion the song or chant needs. To learn songs by listening carefully and imitating short phrases before joining them together. Sing call and response songs Fit the rhythm of the words accurately over the pulse.</p> <p>Explore instruments, create a variety of sounds and use them for specific effects in their music. Name some percussion instruments Play instruments confidently in solos and groups.</p>
	<p>How to listen with concentration and understanding to a wide range of high quality live and recorded music</p>	<p>Listen attentively to longer extracts of music and watch performances by a wide variety of composers, musicians and dancers with openness and curiosity. Describe sounds and music with prompts from questions about dynamics, speed, pitch, timbre, instruments and structures. To share their own opinions and ideas, state preferences and say what they notice. To give feedback on music composed by their peers. To describe the sounds they have made on instruments To mime playing instruments whilst watching musicians play and to name some of them. To identify and recall a sequence of 3 percussion instruments (when they are hidden from view)</p>

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	<p>How to experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>How to work cooperatively in a group and how to give peer feedback. That it is important to follow the pulse and keep together when singing or playing with others. How to describe and show a pulse or a rhythm That ideas can be written down and used to help rehearse and refine work over time.</p>	<p>To compose or improvise to a brief To follow or conduct a group using hand signs. To follow a picture score and begin to read Kodaly rhythm names. To rehearse and refine their pieces over time experimenting with speed, volume, pitch, timbre and structure</p> <p>To clap the rhythm of words and say and clap Kodaly rhythm names.</p>
<p>Key Vocabulary</p>	<p>Key Assessment Learning Questions</p>	
<p>Rhythm, melody, picture score. Scraper, maraca, cymbal, Indian cymbal, cowbell, tambourine, triangle, violin, piano, flute, clarinet, trumpet, guitar, timpani, African talking drum, guitar. Solo, Group, orchestra. Call and response, repeat, sequence. Kodaly rhythm names- tah,taytay,shh or silent beat, tikka tikka</p>	<p>What happened at the end/beginning/after/before the..... What instruments did you notice? How did the music make you feel? What was your favourite activity? (circle time in session) Was the music or sound high/low, loud/quiet, fast/slow, long/short? What was good about the composition/improvisation and what could be improved? Can you copy my rhythm, pitch, melody, pulse, melodic phrase? Can you show me the pulse? Can you play fast and quiet, loud and slow?</p>	
<p>Curriculum Connections to Enhance Long Term Memory Links made with other areas of the curriculum and the use of forest school area.</p>	<ul style="list-style-type: none"> • Links to topics and work in class • Reinforcement of Golden rules • Developing ability to cooperate and interact. • Developing vocabulary to express ideas • Listen to sounds of nature and make sounds using natural objects. 	

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<p>Year Group: 3/4</p>	<p>End Point for Lower KS2 (as above plus....)</p>	
<p>Musicians in Lower KS2 will:</p> <p>Cycle A – 2021-2022</p> <p>Cycle B – 2022-2023</p>	<p>Begin to Know How to play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>How to improvise and compose music for a range of purposes using the inter-related dimensions of music. How to Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>How to Use and understand staff and other musical notations including Kodaly rhythm and pitch notation and picture scores.</p> <p>How to approach music with openness and curiosity so that they can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>That the composers and musicians that they listen to come from different times and thus begin to develop an understanding of the history of music as well as its social and political context.</p>	<p>Be able to Sing or play solos or with others confidently. Play the recorder and glockenspiel, reading notation, memorising melodies or rhythmic patterns or improvising. Use a wider range of musical elements to create specific effects or moods or to convey the emotion or message of a song. Vary posture, breath and articulation to create a pleasing tone when playing the recorder.</p> <p>Explore a wider range of musical structures EG Polyrhythms, Call and response, rounds, pentatonic scale, verse and chorus, partner songs, ostinatos, soundscapes. Rehearse and refine their performance analysing what could be improved. Maintain their part within a group singing and playing</p> <p>Record their ideas on a score so that they can rehearse and refine their work over time Read, say, clap and write Kodaly rhythm names Use Kodaly solfa hand signs and create pentatonic melodies. Read notes on a treble clef staff and recall how to play them on the recorder.</p> <p>Offer ideas and opinions about the music that they have listened to and say how it makes them feel. Listen to the same piece but focus on different aspects by responding to guided questions.</p> <p>Name some composers, musicians, instruments, groups and genres of music. Discuss how rhythms from Africa evolved into calypso and samba rhythms. Give opinions about the music that they have listened to, explain their reasoning and listen to other people's responses</p>

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Key Vocabulary (Building on previous vocabulary)	Key Assessment Learning Questions
<p>Some instruments of the orchestra, Chinese, Indian and African instruments, Steel band, samba band and recorder ensemble</p> <p>Percussion instruments- agogo, cabassa, rainmaker, guiro, bongo, boom-whaker, handbells.</p> <p>Crescendo, diminuendo, dynamics, tempo, pitch, glissando</p> <p>Ostinato, partner song, round, pentatonic scale.</p> <p>Kodaly solfa names doh, re, mi, soh, la and rhythm names- tikka tay, Tay tikka, ta-ah.</p> <p>Some names of composers, musicians, genres and pieces.</p> <p>Treble clef, stave, lines, spaces.</p>	<p>Find 4 words to describe your feelings/sounds/instruments?</p> <p>What happened at the beginning/after..../at the end?</p> <p>Draw a picture of what the music made you imagine/think of / feel?</p> <p>Can they say, read and notate using Kodaly rhythms</p> <p>Can they sing, read and conduct using Kodaly solfa hand signals?</p> <p>Can they identify pulse and rhythm (Copy Cat 2)</p> <p>Can they maintain their part when singing and playing in a group</p> <p>Can they create and perform soundscapes.</p> <p>Can they memorise songs, rhymes and chants</p>
<p>Curriculum Connections to Enhance Long Term Memory Links made with other areas of the curriculum and the use of forest school area.</p>	<ul style="list-style-type: none"> • Links to Literacy, Geography, History, PSHE and mental well-being. • Reinforcing Golden Rules and values • Listening to natural sounds and performing Samba Band Music outside.

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Year Group: 5/6	End Point for Upper KS2	
Musicians in Upper KS2 will... Cycle A – 2021-2022 Cycle B – 2022-2023	<p>Know</p> <p>How to play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>How to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>How to Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Be able to</p> <p>Use breath to project the voice, shape the phrases and adjust dynamics.</p> <p>Maintain their part in rounds and partner songs, explore adding simple harmonies and sing solos</p> <p>Warm up their voice</p> <p>Discuss song lyrics and adopt appropriate posture and facial expression when performing.</p> <p>Work in small groups to improvise pieces responding to a brief</p> <p>Create longer melodies using pentatonic scale and fanfares using doh,mi,soh and use ostinatos and drones to create harmonies.</p> <p>Compose to a brief, record ideas and use a score to rehearse and refine the piece.</p> <p>Create specific effects in soundscapes by varying dynamics, tempo, and duration and combining timbres.</p> <p>Memorise more complex songs, rhymes and chants</p> <p>Copy longer rhythmic and melodic patterns</p> <p>Maintain their part in a group</p> <p>Identify and describe a wider range of instruments and sounds</p> <p>Listen to the same piece of music and analyse different aspects of it.</p> <p>Give feedback to their peers on how to improve a piece they have performed.</p>

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How to Use and understand staff and other musical notations including Kodaly rhythm and pitch notation and picture scores.

How to approach music with openness and curiosity so that they can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians

That the composers and musicians that they listen to come from different times and thus begin to develop an understanding of the history of music as well as its social and political context.

**Use a score to rehearse and refine their piece over time.
Play fanfares and pentatonic melodies from notation.
Use Kodaly solfa hand signs to conduct fanfares and pentatonic melodies.**

**Notate simple rhythms using Kodaly rhythm notation
Create a score for a 4 part African drum piece using Kodaly rhythm notation and play from a score.**

**Listen to the same piece of music several times and analyse different aspects of it each time in response to guided questions.
Give their opinion about a piece and give reasons referring to events or qualities that they heard in the piece.**

**Put fanfares and hits from 60's to present day into historical order and give their reasons
Describe how songs and music from WW2 may have helped people at that time
Re-call/explore what events some songs and music refer to or were inspired by.**

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Key Vocabulary	Key Assessment Learning Questions
<p>The names of some genres, styles, structures, historical period ,instruments, composers, musicians and pieces.</p> <p>Kodaly rhythm names as before plus tay tikka, tikkatay, syncopa</p> <p>Ostinato, drone ,phrase, melody. harmony. Polyrhythm, syncopation.</p> <p>Instruments of the orchestra, orchestral families-strings,brass,woodwind,percussion.</p>	<p>Focus on analysing structure, sequence and events in the piece EG What happened at the beginning and at the end? After the loud middle section what happened? What repeated rhythm was used?</p> <p>In your opinion did the composer manage to paint a picture of, create a calm atmosphere, make you feel happy? Explain your reasons</p> <p>Name one thing that you liked and one thing that the group could improve.</p> <p>Draw a picture of the image the music gave you, write 4 words describing your feelings, ,4 descriptions of the sounds, 4 descriptions of the instruments etc.....</p> <p>Can they record ideas in a variety of ways and play from scores?</p> <p>Can they use Kodaly rhythm and pitch notation,names and signs?.</p> <p>Can they maintain their part within a group and work cooperatively?</p>
<p>Curriculum Connections to Enhance Long Term Memory Links made with other areas of the curriculum and the use of forest school area.</p>	<p>Listen to sounds of nature and use natural objects to improvise a piece</p> <p>Reinforcing values and golden rules</p> <p>Using natural sounds, music and breathing exercises to benefit mental well being,sharing opinions working cooperatively, discussing feelings</p> <p>Links to literacy,history,geography,science.</p>