



# CURRICULUM

Subject overview

Music

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*We are Wise Owl, where Together Everyone Achieves More*

## 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
<b>Autumn</b>	<u>Ourselves</u> Develop the singing voice Use percussion instruments Respond to stop/go signals.	<u>Ourselves</u> Sing rhymes and chants Use 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
<b>Singing</b>	<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	<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
	<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	<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
	<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			<b>Sing songs and speak chants and rhymes</b> <b>Play instruments</b> <b>Listen/respond to music</b> <b>Experiment with sounds</b>	<b>Sing with increasing accuracy, fluency and control in solo and ensemble contexts</b> <b>Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts</b> <b>Listen to and appraise a range of music</b> <b>Improvise and compose music for a range of purposes</b> <b>Read musical notation</b> <b>Develop an understanding of the history of music</b>				