

# Music Curriculum Overview

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Y6	WW2 Electricity	Arctic Reggae	Garageband Celebrations
Y5	Africa Planets	Rock and Roll Animal Kingdom	Melodies of Divinity Vikings
Y4	Rivers Words, Words, Words	Jazz Mayans	Minimalism Samba
Y3	Stone Age Volcanoes	Castles Greek Myths	In the Garden Ancient China
Y2	Jupiter Oceans	Great Fire of London	Four Seasons Folk Songs
Y1	Super Heroes Dinosaurs	Fantasy and Adventure Carnival of the Animals	Senses At the Seaside
YR	All About Me: Unit 1 Nursery Rhymes: Unit 1	Everyday Life: Unit 1 Traditional Tales: Unit 1	Minibeasts: Unit 2 Deep Blue Sea: Unit 2

# Music Curriculum Overview

Y6

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p><b>WW2</b>  <b>Listening:</b> identify characteristics, dynamics, instruments  <b>Composing:</b> write lyrics, melody &amp; accompaniment  <b>Performing:</b> follow staff notation, group ensemble, sing in 2 parts</p> <p><b>Electricity</b>  <b>Listening:</b> identify instruments, identify time signatures, identify features  <b>Composing:</b> use inter-related dimensions  <b>Performing:</b> ostinato, polyrhythm, group ensemble, sing in different time signature, play &amp; sing in different time signatures</p>	<p><b>Arctic</b>  <b>Listening:</b> identify characteristics, identify instruments  <b>Composing:</b> use graphic score &amp; staff notation, programmatic music  <b>Performing:</b> follow staff notation &amp; graphic score, group ensemble</p> <p><b>Reggae</b>  <b>Listening:</b> identify features Create: bass line from triads  <b>Create:</b> base lines from triads  <b>Performing:</b> combine, rehearse and refine an ensemble performance, maintain a challenging independent part, follow notation</p>	<p><b>Garageband</b>  <b>Listening:</b> identify chords, identify instruments  <b>Composing:</b> use binary/ternary form, construct chords, create melody &amp; accompaniment  <b>Performing:</b> improvisation, chords, structure, match pitch</p> <p><b>Celebrations</b>  <b>Listening:</b> identify features, identify instruments  <b>Composing:</b> pentatonic scale, time signatures, syncopated rhythms, ostinato, melody, drone  <b>Performing:</b> follow staff notation, use drone, melody &amp; rhythmic ostinato, group ensemble</p>

Y5

<p><b>Africa</b>  <b>Listening:</b> identify features, identify instruments  <b>Composing:</b> create polyrhythms, create ostinato, use mnemonics, improvise rhythms, structure a piece, use inter-related dimensions  <b>Performing:</b> class ensemble, group ensemble, solo, overall appearance of performance, call and response, chant rhythms, sing in two parts</p> <p><b>Planets</b>  <b>Listening:</b> identifying structure, inter-related dimensions, identifying instruments, identifying pitch  <b>Composing:</b> western notation, melody, ternary form, accompaniment  <b>Performing:</b> western notation, graphic score, ensemble</p>	<p><b>Rock and Roll</b>  <b>Listening:</b> identify structure, identify instruments, identify features  <b>Composing:</b> use western notation, create melody and bass line  <b>Performing:</b> follow western notation, improvise, play chords and bass line, sing melody and harmony</p> <p><b>Animal Kingdom</b>  <b>Listening:</b> identify inter-related dimensions, effect &amp; character, identify intervals &amp; harmonies  <b>Composing:</b> use intervals, improvise melodies, use harmonies and chords, use inter-related dimensions  <b>Performing:</b> follow notation, group ensemble, harmonise in 2, 3 and 4 parts</p>	<p><b>Melodies of Divinity</b>  <b>Listening:</b> identify instruments, identify features of the style  <b>Composing:</b> use staff notation, create melodies and rhythms  <b>Performing:</b> follow staff notation, soloist &amp; ensemble, match pitch, sing over an octave</p> <p><b>Vikings</b>  <b>Listening:</b> identify structure, identify inter-related dimensions, identify instruments  <b>Composing:</b> use rhythm grids &amp; western notation, create melody, improvise  <b>Performing:</b> follow western notation &amp; rhythm grids, group ensemble, sing in 2, 3 &amp; 4 part rounds, pitch over octave</p>
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Y4

<p><b>Rivers</b>  <b>Listening:</b> identify instruments, identify key features, identify inter-related dimensions of music  <b>Composing:</b> select &amp; combine to create texture, use graphic score, use pentatonic scale, write melody &amp; lyrics, compose to represent a theme, use inter-related dimensions  <b>Performing:</b> follow graphic notation, sing in unison, group ensemble</p> <p><b>Words, Words, Words</b>  <b>Listening:</b> identify characteristics, appraise, identify instruments, identify inter-related dimensions  <b>Composing:</b> use graphic notation, use inter-related dimensions  <b>Performing:</b> follow graphic &amp; western notation, group ensemble, chant &amp; sing exploring inter-related dimensions</p>	<p><b>Jazz</b>  <b>Listening:</b> identify characteristics, appraise, identify instruments  <b>Composing:</b> use pitch, rhythm, improvisation and notation  <b>Performing:</b> Follow staff notation, group ensemble, solo, call &amp; response, scatting</p> <p><b>Mayans</b>  <b>Listening:</b> identify instruments, identify the inter-related dimensions  <b>Composing:</b> use rhythmic and pitch notation, add accompaniments, improvisation  <b>Performing:</b> follow staff &amp; graphic notation</p>	<p><b>Minimalism</b>  <b>Listening:</b> identify key features, identify inter-related dimensions of music  <b>Composing:</b> use staff notation &amp; graphic score  <b>Performing:</b> follow graphic notation &amp; staff notation, group ensemble,</p> <p><b>Samba</b>  <b>Listening:</b> identify characteristics, appraise, identify instruments  <b>Composing:</b> polyrhythm, rhythm, staff notation  <b>Performing:</b> follow staff notation, group ensemble, solo, call &amp; response, sing in a round</p>
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# Music Curriculum Overview

Y3

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p><b>Stone Age</b>  <b>Listening:</b> identify accuracy of rhythms played  <b>Composing:</b> read and write rhythm notation, turn words into rhythms  <b>Performing:</b> follow graphic score and western notation, rhythms as a soloist, duet or ensemble, add emotions to voices, chant to the pulse, call &amp; response, add actions</p> <p><b>Volcanoes</b>  <b>Listening:</b> identify the inter-related dimensions  <b>Composing:</b> add accompaniment, improvisation, write graphic notation, use the inter-related dimensions  <b>Performing:</b> follow graphic notation, perform as an ensemble</p>	<p><b>Castles</b>  <b>Listening:</b> identify instruments, identify inter-related dimensions  <b>Composing:</b> create rhythms, add actions, improvise melodies  <b>Performing:</b> ostinato rhythms, chant and play 2 part, 3 part and 4 part rhythms, conducting, group ensemble, move to the pulse, call &amp; response, sing in character</p> <p><b>Greek Myths</b>  <b>Listening:</b> identify inter-related dimensions, identify how the music makes you feel, appraise compositions, place music in history  <b>Composing:</b> improvise melodies, soundscapes  <b>Performing:</b> drone, group ensemble, solo, movement to the pulse, combine singing, dancing and playing</p>	<p><b>In the Garden</b>  <b>Listening:</b> identify instruments, identify changes in pitch  <b>Composing:</b> rhythmic notation, pitch notation, add accompaniment  <b>Performing:</b> staff notation, graphic notation, play by ear, sing in unison</p> <p><b>Ancient China</b>  <b>Listening:</b> identify features, identify instruments, appraise performances  <b>Composing:</b> use pentatonic scale, add accompaniment improvise, tell a story  <b>Performing:</b> to the pulse, rhythm and pitch notation, harmonious notes, singing pentatonic scale, soloist, group &amp; class ensemble</p>

Y2

<p><b>Jupiter</b>  <b>Listening:</b> identify instruments, dynamics, tempo, pitch, identify themes  <b>Composing:</b> select and combine resources to create music in response to a non-musical stimulus  <b>Performing:</b> class ensemble, small group ensemble, show changes in dynamics, tempo, add lyrics, demonstrate an awareness of occasion</p> <p><b>Oceans</b>  <b>Listening:</b> identify instruments, identify rhythm, pitch, dynamics and tempo  <b>Composing:</b> improvise rhythm  <b>Performing:</b> follow staff notation, use pitch, dynamics and tempo</p>	<p><b>Great Fire of London</b>  <b>Listening:</b> features of Baroque, identify instruments, texture, use of voice, word painting  <b>Composing:</b> explore vocal sounds, found sounds, instruments, record rhythms: notation  <b>Performing:</b> follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round</p>	<p><b>Four Seasons</b>  <b>Listening:</b> identify instruments, identify rhythm, pitch, dynamics and tempo  <b>Composing:</b> improvise  <b>Performing:</b> follow dot and staff notation, use pitch, dynamics &amp; tempo</p> <p><b>Folksongs</b>  <b>Listening:</b> Identify pulse, tempo, structure, repetition of melody, instruments  <b>Composing:</b> improvise rhythmic patterns  <b>Performing:</b> in time with a pulse, following a conductor, changing tempo, dynamics and duration, performing rhythms, graphic notation, chant rhythms, sing in two parts</p>
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Y1

<p><b>Superheroes</b>  <b>Listening:</b> identifying pulse, identifying instruments, changes in dynamics,  <b>Composing:</b> use dynamics, tempo and structure, explore sound  <b>Performing:</b> group ensemble, adding actions, following a score, following a conductor, change dynamics when singing</p> <p><b>Dinosaurs</b>  <b>Listening:</b> identifying sounds, changes in pitch, matching instruments to sound  <b>Composing:</b> consider timbre, dynamics and tempo, explore pitch, order sounds  <b>Performing:</b> use dynamics, pulse &amp; tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch</p>	<p><b>Fantasy and Adventure</b>  <b>Listening:</b> compare music, identify feelings, identify pitch, tempo and dynamics, respond with movement  <b>Composing:</b> use so and mi, write a score, call &amp; response, change tempo &amp; dynamics, duet &amp; group  <b>Performing:</b> follow symbols; so, mi, ta &amp; titi, duet and group, match pitch, call &amp; response, explore dynamics &amp; tempo</p> <p><b>Carnival of the Animals</b>  <b>Listening:</b> Identify instruments, match instruments to a theme, respond with movement, recognize changes in music  <b>Composing:</b> improvise, use dynamics &amp; tempo, explore character  <b>Performing:</b> ostinato, playing and singing together, explore dynamics, tempo, timbre &amp; pitch, call &amp; response</p>	<p><b>Senses</b>  <b>Listening:</b> identifying dynamics, duration, tempo, timbre, instruments identifying mood, identifying pitch  <b>Composing:</b> creating rhythms  <b>Performing:</b> in time with a pulse, following a conductor, changing tempo, dynamics and duration, performing rhythms, graphic notation, chant rhythms, sing in two parts</p> <p><b>At the Seaside</b>  <b>Listening:</b> identifying sounds, interpreting music  <b>Composing:</b> creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score  <b>Performing:</b> following a score, group ensemble, performing to a pulse, changing tempo, adding actions</p>
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# Music Curriculum Overview



Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p><b>All about Me (unit 1)</b>  <b>Listening:</b> no focus objective  <b>Composing:</b> create verses and actions, create rhythms, music based on a theme  <b>Performing:</b> respond with movement, play percussion, copy rhythms, sing and chant</p> <p><b>Nursery Rhymes</b>  <b>Listening:</b> responding with movement, matching sound and movement to instruments, recognising changes in pitch  <b>Composing:</b> creating new verses and actions, adding sound effects.  <b>Performing:</b> copying rhythms, matching words to rhythms, dynamics &amp; tempo, explore pitch, chant</p>	<p><b>Everyday Life</b>  <b>Listening:</b> no focus objective  <b>Composing:</b> creating rhythms, create new verses and actions,  <b>Performing:</b> copy and repeat rhythms, respond with movement, play percussion, explore pitch, dynamics, tempo, sound effects</p> <p><b>Traditional Tales</b>  <b>Listening:</b>  <b>Composing:</b> creating new verses, creating rhythms, adding sound effects  <b>Performing:</b> copy &amp; repeat rhythms, respond with movement, play percussion, so and mi, adding actions, explore dynamics &amp; tempo</p>	<p><b>Minibeasts</b>  <b>Listening:</b> mark making, respond with movement, recognise similarities and changes in tempo, &amp; dynamics, explain preference  <b>Composing:</b> new verses, words &amp; actions, sound effects, select instruments, dynamics, tempo  <b>Performing:</b> sing, play percussion, dynamics, tempo, repeat rhythms, match words &amp; rhythms, vocal sounds, pitch, add actions</p> <p><b>Deep Blue Sea</b>  <b>Listening:</b> changes in pitch, respond with movement, describing sounds  <b>Composing:</b> exploring instruments and their sound, simple rhythms, simple melodies  <b>Performing:</b> following hand signals, steady beat, range of percussion instruments, follow written symbols, call &amp; response, identifying pitch, using different voices</p>