

Music Curriculum Overview



EYFS - Reception Adult Led Activities (please see EYFS Continuous Provision Plans for child initiated opportunities)

Unit of work	Exploring Sound	Music and Movement	Transport	Big Band
Link to our context	Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
Essential knowledge	1. Children will know how to use their body to make sounds. 2. Children will know how to change the tempo and what the term means. 3. Children will know how to change the dynamics and what the term means.	1. Children will know why songs have actions. 2. Children will express feelings and emotions through movement to music. 3. Children will engage in music making and dance, performing solo or in groups.	1. Children will know different ways of making sounds with percussion instruments 2. Children will know how to follow a simple musical score.	1. Children will begin to know the 4 different groups of musical instruments. 2. Children will begin to know if an instrument is tuned or untuned.
Vocabulary	Tempo Dynamics Loud Quiet Fast slow	Actions Sign language Deaf Communication Lyrics Verse Pitch Tempo	Listen Music Score Loud Quiet Tempo rhythm	Instruments Strings Percussion Tuned Untuned Perform audience
Significant individuals				

		Year 1			
Unit of work	Keeping the pulse	Sound Patterns	Pitch	Musical Symbols	
Prior learning	Celebration music (rec) Sing in a group or on their own following pitch and melody Move to music Finding the beat	Musical vocabulary (y1)	Sound patterns (y1) Sing in a group or on their own following pitch and melody Move to music	Pitch (y1)	
Essential knowledge	- To know that rhythm means a pattern of long and short notes. - To know that pulse is the regular beat that goes through music. - Notation is read from left to right. - Pictorial representations of rhythm show sounds and rests.	- To know that an instrument or rhythm pattern can represent a character in a story. - Sections of music can be described as loud, quiet or silent and the meaning of these terms.	- Sounds within music can be described as high or low sounds and the meaning of these terms. - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	- To recognise and name 3 instruments from Group A and 3 instruments from Group B. - To know that notation is read from left to right.	
Vocabulary	Rhythm Pulse Singing voice speaking voice thinking voice	character voice sound pattern dynamics	low high pattern tempo performance pitch	sound pattern dynamics tempo pitch rest	claves (A) woodblock (A) drum (A) triangle (A) tambourine (B) rain stick (B) egg shakers (B) maracas (B)
Quick quiz	What is pulse? What is speaking voice? What is a singing voice? What is a thinking voice? How many sounds for the word pizza Can you give an example of body percussion?	Fast and slow in music are called? What type of voice might a wolf use? What type of voice might a pig use? What could be a suitable instrument for the wolf? What could be a suitable instrument for the pig?	What is 'tempo'? What is 'pitch'? How do we use tempo in our superhero music? How do we use pitch in our superhero music? How could you show a high sound with your hand	What does pulse mean? What are dynamics? What is pitch? Which piece of music has a higher pitch? What best describes the tempo of this piece of music?	
Significant music					

Year 2								
Unit of work	Call and Response		Instruments		Structure		Pitch	
Prior learning	Musical symbols (y1)		Call and Response (y2)		Musical vocab (y1)		Structure (y2)	
Essential knowledge	1. To know that dynamics can change the effect a sound has on the audience. 2. To recognise and name 3 instruments from Group A and 3 instruments from Group B.		1. Sections of music can be described as fast or slow and the meaning of these terms. 2. Sections of music can be described as loud, quiet or silent and the meaning of these terms. 3. Sounds within music can be describes as high or low sounds and the meaning of these terms. 4. To recognise and name 3 instruments from Group A and 3 instruments from Group B.		1. Pictorial representations of rhythm show sounds and rests.		1. Notation is read from left to right. 2. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. 3. Sounds within music can be described as high or low sounds and the meaning of these term.	
Vocabulary	call and response dynamics sound pattern	claves (A) woodblock (A) drum (A) triangle (A) tambourine (B) rain stick (B) egg shakers (B) maracas (B)	claves (A) woodblock (A) drum (A) triangle (A) tambourine (B) rain stick (B) egg shakers (B) maracas (B)	encore sound effect instrumental sound dynamics tempo	one-beat notes composition paired half beat notes legend myth melody	notation rhythm structure tempo thinking voice rest	dot high low musical sentence notation	phrase pitch pitch pattern stave
Quick quiz	What does the word 'dynamics' mean? What does 'call and response' mean? What is a sound pattern? Which is an example of a 'call' in music? What is an example of a 'response' in music?		What does the word 'encore' mean? What is tempo? What is a sound effect? What is an instrumental sound? What are dynamics?		What is notation? What does structure mean in music? What is rhythm? What is a composition? What is a thinking voice?		What is pitch? What is a pitch pattern? What is notation? What is a phrase in music? How could you show a low sound with your hand?	
Significant music								

Year 3

Unit of work	Ballads	Pentatonic Melody	Developing Singing Technique		Traditional instruments and improvisation	
Prior learning	Myths and Legends (y2)	Musical me (y2)	West African call & response (y2)		Singing Technique (y3)	
Essential knowledge	1. To know that a ballad tells a story through song. 2. To know that lyrics are the words of a song. 3. To know that in a ballad, a ‘stanza’ is a verse.	1. To know that the word ‘crescendo’ means a sound getting gradually louder. 2. To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale. 3. To understand that a pentatonic melody uses only the five notes C D E G A.	1. To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. 2. To know that different notes have different durations, and that crotchets are worth one whole beat. 3. To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play. 4. To know that written music tells you how long to play a note for. 5.		1. To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music. 2. To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’. 3. To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’. 4. To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. 5. To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music. 6.	
Vocabulary	ballad ensemble compose	tempo crescendo dynamics timbre duration	composition melody notation tempo minim	crotchet quaver coordinated disciplined	Bollywood drone dynamics notation rag	sitar tabla tanpura tala tempo
Quick quiz	What is a ballad? What are lyrics? What is a stanza? In music, what is another name for a stanza? What is a chorus?	What is it known as when music gets gradually louder? What is tempo? What is timbre? How many notes are in the pentatonic scale? What does letter notation show you?	When we add layers to music, what are we adding? What are the different types of key? What does it mean when music ‘transposes’? How many beats is a minim worth? How many beats is a crotchet worth? How many beats is a quaver worth?		Can you name 2 traditional Indian musical instruments? What is a sitar? What is a tabla? What is a sarangi? What is a harmonium? What is a tal? What is a Rag? What is a drone?	
Significant music						

Year 4

Unit of work	Samba and Carnival	Pitch, Tempo and Dynamics	Adapting and Transposing Motifs	Body and Tuned percussion
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Prior learning	Traditional instruments & improvisation (y3)		Traditional instruments & improvisation (y3)	Pitch, Tempo and Dynamics (y4)		Body & tuned percussion (y4)	
Essential knowledge	1. To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. 2. To understand that the ‘on-beat’ is the pulse of a piece of music, and the ‘off-beat’ falls in between these. 3. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.		1. To know that when you sing without accompaniment it is called ‘A Cappella’. 2. To know that harmony means playing two notes at the same time that usually sound good together. 3. To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. 4. To know that ‘performance directions’ are words added to musical notation to tell the performers how to play.	1. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!). 2. To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. 3. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.		1. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. 2. To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’. 3. To know that a ‘loop’ in music is a repeated melody or rhythm. 4. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	
Vocabulary	pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap	structure texture contrast higher lower compose loop melody pitch inspiration keyboard	a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop	lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps	agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat	percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion
Quick Quiz	What is an ‘arch-shaped’ musical structure? What does the ‘texture’ of the music refer to? What is ‘body percussion’? What is a ‘loop’ in music?		What is a ‘round’? What is an ‘ostinato’? In pop music, what is an ostinato called? In dance music, what is an ostinato called? What are we changing when we change the speed of the music? What is it called when you sing without music?	What is important when playing a rhythm? How is a motif different from a loop? What can motifs be called in pop music? What is a two beat note called? What is a one beat note called? What does transposing a motif mean?		How many beats is a quaver worth?Where did Samba originate? What is the name of the ensemble that perform a Samba Batacуда? What is syncopation? What is a break in samba music?	
Significant music			John Williams (Modern Period) Film				
Wider Opps			Year 4 will also learn a musical instrument in the Summer Term				

Year 5

Unit of work	Composition Notation		Blues	Composition to represent the festival of colour	South and West Africa	
Prior learning	Adapting and Transposing Motifs (y4)		Composition Notation (y5)	Blues unit (y5)	South and West Africa (y5)	
Essential knowledge	- To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.		- To understand that a chord is the layering of several pitches played at the same time. - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. - To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. - To understand that a chord is the layering of several pitches played at the same time.	- To know that a vocal composition is a piece of music created only using voices. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - To understand that major chords create a bright, happy sound. - To know that poly-rhythms means many rhythms played at once.	
Vocabulary	features notation repeating unison composition structure	repetition melody tempo compose ensemble minor key	Blues chord 12-bar Blues bar Scale Blues scale bent notes ascending scale descending scale improvisation	synesthesia dynamics Holi graphic score vocal composition performance	a cappella call and response dynamics performance chord improvisation	ostinato break poly-rhythms master drummer syncopation metronome
Quick Quiz	What is motif in music? What does unison mean? What does the word 'structure' mean? How many beats is a quaver? How many beats is a crotchet? How many beats is a semibreve? How many beats is a dotted minim?		What emotion do the Blues usually express? Where did Blues music originate from? Which two types of music did Blues influence? What is the 12-bar blues? What is a chord? How many different chords are there in a 12-bar blues What is the blues scale?	Where is the song Qongqothwane usually sung? Which instrument is played by shaking it? Who originally sang the song Shosholoza? What type of structure does Shosholoza have? What makes a chord? Which notes make up the D major chord When drumming, what is a 'break'?	What makes a chord? When you listen to music and see colours, what is it called? What does it mean to play at the same 'tempo'? What does it mean to 'balance your dynamics'? How does a note played in a minor key sound? What is Holi?	

			What do you call many rhythms played at once?	
Significant music				

Year 6

Unit of work	Baroque	Dynamics, Pitch and Tempo	Theme and Variation		Composing and Performing	
Prior learning	Composition Notation (y5)	Composition Notation (y5)	Samba (y4) *won't be until y6 children until 25-26		South & West Africa (y5)	
Essential knowledge	- To know that music in which very similar parts are introduced one by one to overlap is called a canon. - To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. - To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. - To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. - To know that ground bass is a repeating melody played on a bass instrument in Baroque music	- To know that the conductor beats time to help the performers work well together. - To understand that improvisation means making up music 'on the spot'. - To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.	- To know that a 'theme' is a main melody in a piece of music. - To know that 'variations' in music are when a main melody is changed in some way throughout the piece. - To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. - To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.		- To know that a chord progression is a sequence of chords that repeats throughout a song. - To know that a melody can be adapted by changing its dynamics, pitch or tempo. - To know that chord progressions are represented in music by Roman numerals.	
Vocabulary	Baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative	audio/video depicting texture pitch dynamics conductor improvisation	3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse	quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody	mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation upbeat verse
Quick quiz		What is the role of the conductor? What word means to 'take up music on the spot'? What is an ensemble? What else can timbre be known as? How can texture be created? What does depict mean?	What is the structure of theme and variations? What are woodwind instruments? Why is an orchestra arranged in a semi-circle way? Why is a piano classified as a percussion instrument?		What would be an appropriate tempo for a sad song? Name two features of a good melody? What is a verse? What is a chorus? What is a chord? What is a chord progression?	

		What is meant by dynamics?	What is the difference between $\frac{3}{4}$ and $\frac{4}{4}$ time? What is a semiquaver worth? What is a quaver worth?	
Significant music	Bacewicz (Modern Period) The Young Person's Guide to the Orchestra by Benjamin Britten 1945			