Music Curriculum
EYFS

	Autumn 1/2	Spring 1/2	Summer 1/2
	Singing and Christmas songs	**Topics: 'Spring' or 'Colours'**	**Topics: 'Transport' or 'In The Morning'**
Singing	- Exploring the voice through games and warmups - Singing simple songs with and without actions	- Learn songs relevant to the topic - Explore creating soundscapes with voices that link to topic	- Learn songs relevant to the topic - Explore creating soundscapes with voices that link to topic
Listening	- Listening and moving to different types of music - Exploring movement in music with the use of coloured scarves	- Listen to a variety of pieces of music linked to the topic and respond physically and musically	- Listen to a variety of pieces of music linked to the topic and respond physically and musically
Composing & Improvising	- Explore improvising on instruments through play	- Add instruments into a song that the children can improvise with	- Add instruments into a song that the children can improvise with
Musicianship (pulse/beat, rhythm, pitch and performance)	Pulse/Beat: - Moving along and in time with music Rhythm: - Exploring rhythm through play Pitch: - Distinguishing between high and low - Matching pitches comfortably with voice	Pulse/Beat: - Moving along and in time with music Rhythm: - Exploring rhythm through play Pitch: - Distinguishing between high and low - Matching pitches comfortably with voice	Pulse/Beat: - Moving along and in time with music Rhythm: - Exploring rhythm through play Pitch: - Distinguishing between high and low - Matching pitches comfortably with voice

Music Curriculum
Year 1 & 2

	Autumn 1/2	Spring 1/2	Summer 1/2
	Topics: 'Birds' or 'Fireworks' or 'Jungle Safari'	**Topics: 'Transport' or 'Friendship' or 'Animal Notation' or 'Shake The Papaya Down'**	**Topics: 'Seasons' or 'The Yellow Submarine' or 'Peter And The Wolf'**
Singing	- Learning a selection of songs about birds including 'Fly Like an Eagle', 'Kookaburra Sits' and 'Cuckoo' - Learning the 'Fireworks' song Additional for Year 2 - Try to sing Kookaburra Sits as a round - Learn the meaning of dynamics and tempo and be able to demonstrate these when singing	- Singing call and response songs such as 'I'll Sing a Song'. - Singing solo and in pairs with 'Mama Will You Buy Me A Banana' - Learning the 'Transport Rap' and 'Friendship Song'	- Learning the topic song about the seasons - Learning 'Yellow Submarine' and 'Octopuses Garden' - Learning to sing some of the motifs from 'Peter And The Wolf'
Listening	- Listening, moving and commenting on pieces of music written about birds. Includes: 'The Carnival of The Animals: 'The Cuckoo', 'The Swan', 'Aviary'. - Listening and responding to firework sounds through movement and vocalising Additional for Year 2 - Exploring how tempo and dynamics can be used to represent something in music	- Listening to a variety of transport sounds and placing them with the correct mode of transport (both recorded sounds of actual modes of transport and recreations of the sounds with voices/bodies/percussion). - Listen to a Caribbean song and explore its musical style	- Listening to and listing the sounds they hear outside - Listening and responding through movement to recordings of soundscapes of different seasons - Listening, moving and commenting on a selection of songs by The Beatles - Listening to the different animal motifs from Peter & The Wolf and expressing the feel of the music with their bodies

	Autumn 1/2	Spring 1/2	Summer 1/2
Composing & Improvising	- Creating their own bird call using voices - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. bird sounds, environmental sounds etc. - Creating a new verse to the 'Fireworks' song	- Explore making the sound of different types of transport by using a variety of different percussion instruments. - Explore the different methods of playing the various types of percussion instruments and use them creatively in the context of the song 'Shake To Make that Sound' - Explore creating their own 1-4 bar rhythms using stick-notation - Using music technology to record their performances, listen back and evaluate <u>Additional for Year 2</u> - Arranging their 1-4 bar rhythms for percussion instruments - Create a musical response to a non-musical stimulus (e.g. create a piece of music for a racing car race)	- Explore graphic notation as a way of representing sounds. Explore and invent their own symbols for seasonal sounds - Explore using percussion instruments to represent each animal character in Peter And The Wolf

	Autumn 1/2	Spring 1/2	Summer 1/2
Musicianship (pulse/beat, rhythm, pitch and performance)	Pulse/Beat: - Walking or clapping a steady beat with others along to the to the above pieces of music. - Respond to the pulse of music using instruments, body percussion and scarves <u>Additional for Year 2</u> - Understand that speed of beat can change (tempo) - Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats - Identify the beat groupings in the topic's pieces of music Rhythm: - Perform copycat rhythms accurately - Perform short repeating rhythm patterns whilst keeping in time with a steady beat - Perform word-pattern chants (e.g. animal rhythms, names etc.); create, retain and perform their own patterns Pitch: - Explore pitch through mimicking bird sounds with the voice, vocal warmups and singing Performance: - Perform songs as a class - Perform vocal compositions as individuals or as part of a group - Perform on percussion instruments	Pulse/Beat: - Explore pulse through body percussion Rhythm: - Learning to recognise and respond to specific rhythms through the game 'Don't Clap This One Back' <u>Additional for Year 2</u> - Create rhythms using word phrases as a starting point (e.g. their names) Pitch: - Explore pitch through mimicking transport sounds with the voice, vocal warmups and singing Performance: - Perform songs as a class - Perform vocal compositions as individuals or as part of a group - Perform on percussion instruments	Pulse/Beat - Explore pulse through body percussion - Walking or clapping a steady beat with others along to the to the above pieces of music Pitch - Explore pitch through vocal warmups and singing <u>Additional for Year 2</u> - Expand vocal and interval range - Sing short phrases independently within a singing game or short song - Respond independently to pitch changes heard in short melodic phrases indicated with actions (e.g. high and low) Performance: - Performing the songs in class or assembly - Perform on percussion instruments

Music Curriculum
Year 3 & 4

	Autumn 1/2	Spring 1/2	Summer 1/2
	'Call and Response/Greetings' or 'Toby The Tarantula'	**'Adventure Stories' - 'Creating a Soundtrack' or 'Writing a Song'**	**'Journeys' or 'Shake The Papaya Part 2' or 'Materials'**
Singing	- Learning the call and response songs 'Che Che Koole' and 'Abiyo' looking at how their tempo, dynamics and mood can be changed - Do two-part singing with one group singing an ostinato whilst the other sings the main call and response song - Learning the Toby Tarantula rap - Creating actions to the Toby Tarantula rap	- Learning the call and response song 'The Princess Pat' - Taking it in turns to be the 'call' and 'response' - Adding actions to the song	- Learning the topic songs including one that uses an ostinato that half of the class sings whilst the other half sings a melody on top Additional for Year 4 - Explore crescendos and diminuendos - Increase pitch range and interval complexity - Singing the Journey song as a round
Listening	- Recreating the Toby Tarantula rap in different styles of music, listening and commenting on their features - Listening and giving theoretical and emotional feedback to some traditional African music	- Listening to a selection of pieces of music (both written for film and concert music) and thinking and verbalising what the music makes them imagine, how it makes them feel and what instruments they hear	- Listening to a variety of different instruments and exploring the materials they are made of and words that can be used to describe the sound quality of the instrument - Learning about structures of a melody and how it can change over time

	Autumn 1/2	Spring 1/2	Summer 1/2
Composing	- Creating a class greetings song in the form of a call and response song - Creating a new verse of the Toby Tarantula rap, turning it into a melody and setting it to music - Creating a body percussion beat to go along with the greetings song	- Learn about how pitch, rhythm, tempo, dynamics and musical layers can be used to create meaning and feel in music - Exploring dynamics and tempo through conducting - Plan and create a soundtrack to an adventure story using a selection of pitched and un-pitched percussion - Learn how melodies can be broken down into words, pitch and rhythm and how manipulating these can change the mood of the music <u>Additional for Year 4</u> - Introduce major and minor chords - Explore composition in greater depth using different elements of music to help set a mood or tell a story	- Combine rhythmic notation with letter names to create melodies (notated using crotchets and quavers) - Create an accompaniment to the topic songs using percussion instruments - Create short pieces of music on hand made percussion instruments <u>Additional for Year 4</u> - Improvise using the pentatonic scale - Explore the use of rests in both rhythmic and melodic composition - Expand the class's ability to recognise and read different note lengths - Follow and perform simple rhythmic patterns to a steady beat

	Autumn 1/2	Spring 1/2	Summer 1/2
Musicianship (pulse/beat, rhythm pitch and performance)	Pulse: - Finding and keeping a steady beat to the topic songs - Maintaining a solid pulse whilst clapping/ tapping different note lengths along with a beat Rhythm: - Explore finding rhythm in the different ways we can say hello and how changing the expression can change the rhythm - Copy back and improvise simple rhythmic patterns - Use body and handheld percussion to accompany the call and response songs - Learning the difference between semi-breves, minims, crotchets, quavers and semi-quavers and being able to recognise the correct notation for each Pitch: - Exploring the creative use of pitch when composing melodies Performance - Performing parts of songs solo, in groups and as part of an ensemble - Recording a performance using music technology, listening back and evaluating	Pulse: - Using different tempos and changing tempos to help tell the story in the class's soundtrack Rhythm: - Using rhythmic ideas to help tell the story in the class's soundtrack Pitch: - Using different instruments and their variety of pitches to help tell the story in the class's soundtrack - Learn to distinguish between major and minor Performance - Perform their composition to each other and in assembly - Recording a performance using music technology, listening back and evaluating	Pulse - Keeping a solid tempo through a rap about materials Rhythm - Clapping the Caribbean style syncopated rhythms in Shake The Papaya Down Pitch - Explore representing pitch with graphic notation Performance - Perform their composed melodies in time with a backing track <u>Additional for Year 4</u> - Play in two or more parts (e.g. melody and accompaniment) from simple notation - Copy short melodic phrases including those using the pentatonic scale

Music Curriculum
Year 5 & 6

	Autumn 1/2	Spring 1/2	Summer 1/2
	'International Evening'	**'Boomwhackers' or 'Shogi' or 'Composing To Film'**	**School Show**
Singing	- Learning 2/3 songs from other countries to be performed at St Luke's yearly International Evening - Learn two-part harmony for one of the songs and include a 'round' - Paying particular attention to the phrasing used in the melodies and the intention behind each song		- Learning and rehearsing the songs for the end of year school show - Working on the class's ability to emote with their singing and enhancing their singing ability by exploring dynamics, melodic phrasing and ensemble singing
Listening	- Explore the origins, traditions, history and social context of the songs the class are learning - Learn about the country-specific instruments used in the songs - Discus the musical aspects of the songs (e.g. use of syncopation, harmony, ostinatos etc.)		

	Autumn 1/2	Spring 1/2	Summer 1/2
Composing/ Improvisation	- Improvise over a simple groove, responding to the beat using dynamics <u>Additional for Year 6</u> - Songs may include space to improvise on pitched percussion using a specific scale such as the pentatonic scale	- Compose melodies made from pairs of phrases - Working in pairs/groups to compose short ensemble pieces (either to film or without) - Use chords to compose music to evoke a specific atmosphere, mood or environment - Use graphic notation - Use rhythmic notation and time signatures - Use music technology where appropriate and possible <u>Additional for Year 6</u> - Create music with multiple sections that include repetition and contrast - Compose melodies of longer phrases incorporating specific scales such as the pentatonic scale	

	Autumn 1/2	Spring 1/2	Summer 1/2
Performing	- Performing of the topic's songs which includes the use of percussion and where appropriate tuned-percussion	Instrumental Performance: - Play and perform melodies using staff notation and graphic scores - Understand how triads are formed and play them on tuned percussion or melodic instruments - Develop the skill of playing by ear - Perform as part of a larger ensemble - Performing along with film <u>Additional for Year 6</u> - Melodies are more complex in nature - Accompany a melody using either chords or a bass line Reading Notation: - Understand and be able to read minims, crotchets, paired quavers and semi-quavers and rests - Understand the different between 2/4, 3/4 and 4/4 time signatures - Read and perform pitch notation - Read and play short rhythmic phrases at sight using conventional symbols for known rhythms and note durations <u>Additional for Year 6</u> - Have a greater understanding of note lengths (including semi-quavers and semi-demi-quavers) - Increase confidence in reading and performing rhythmic and pitch notation and perform longer phrases of music	