

## MUSIC Whole School Curriculum Overview

The **National Curriculum for Music** states that **Key Stage 1** pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music. **Key Stage 2** pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.

Our music curriculum is based on a **comprehensive progression of skills** within the strands of **singing, performing, composing, notation, listening and the history of music** and the **inter-related dimensions of music – duration (rhythm), pitch, dynamics, tempo (pulse), timbre, texture, structure**.

There is a focus for each term on the fundamental areas of pulse and rhythm, pitch, dynamics, tempo, texture, timbre, structure. However, each unit includes all the strands of singing, performing, composing, listening and notation in an integrated and holistic way as musical skills will be introduced and continually developed and improved within each unit following a **spiral curriculum** model. The progression of skills document underpins the curriculum and termly units ensuring progression in music but also allowing for a flexible approach to apply these skills in a variety of contexts such as a class topic or book, a piece of music, artwork or a poem. The context or stimulus can therefore vary, but the skills and knowledge remain the same.

A **Kodaly**-based approach is used to introduce and reinforce pulse, rhythm and pitch concepts through chanting and singing games which are introduced and practised before technical names and notation are taught (sound before symbol) just as a child learns to talk and use language before they learn to read. We use a variety of resources including **Kapow Music, BBC Ten Pieces, Teaching Primary Music** and **Active Music**. The Kapow units and BBC Ten Pieces resources are suggestions which can be followed lesson by lesson or used purely as a guide and additional resource. Teaching Primary Music (recently published by the Benedetti Foundation) is an excellent resource for teaching pulse and rhythm in a systematic way and Active Music provides a bank of singing games and explanations which teach and reinforce pulse, rhythm and pitch skills. We also have our own pupil demonstrations of chants and songs available for teachers to use. Our Music curriculum is also aligned to the new Model Music Curriculum (March 2021).

EYFS	Single Cycle	<b><u>Pulse and Rhythm Focus</u></b> Feel/move to the beat of the music. Recognise and copy the rhythms of words. Copy short rhythm patterns. <u>Development Matters</u> -Listen with increased attention to sounds (3-4)	<b><u>Pitch Focus</u></b> Use a singing voice. Begin to accurately match the pitch in 2 or 3 note songs. Join in familiar songs, singing with others and on own. <u>Development Matters</u> -Remember and sing entire songs (3-4) -Sing the pitch of a tone sung by another person (3-4) -Sing the melodic shape of familiar songs (3-4) -Sing in a group or on their own (Rec)	<b><u>Listening and Exploring Sounds Focus</u></b> Listen to variety of musical styles and respond through movement. Talk about how the music makes them feel. <u>Development Matters</u> -Respond to what they have heard, expressing their thoughts and feelings. (3-4) -Listen attentively, move and talk about the music, expressing feelings. (Rec)
	Outline of skills			
Resources		Kapow EYFS units. Teaching Primary Music. Active Music singing games. BBC Ten Pieces.		
Year group		Term	Focus and suggested units	Skills and Knowledge
KEY STAGE ONE	Yr 1 & 2  Cycle A	Autumn 1 & 2	<b><u>Pulse and Rhythm</u></b>  <b>Teaching Primary Music (see folder in Teams)</b> Kapow: Y1 Timbre and Rhythmic Patterns (Fairy Tales) or Y2 African Call and Response Song <b>Active Music KS1 Rhythm and Pulse</b> <u>Listening</u> : BBC Ten Pieces - Winter by Vivaldi; Horn Concerto by Mozart <u>Year 2 Model Music Curriculum 2021</u> (YouTube) Singing: Nativity songs.	Use voice in different ways: chant, whisper, sing. Recognise and feel the pulse/beat in music. Play in time to a steady beat with instruments or body percussion. Play a repeated rhythmic pattern (ostinato) e.g.to accompany a song. Recognise changes in the speed of the pulse. Identify rhythm as the pattern of words. Tap the rhythm of phrases of a song. Copy and identify crotchet and quaver rhythms using words (e.g. red/yellow) and rhythm names (ta and te te). Improvise and notate 4 beat rhythm patterns using stick notation. Play by ear and from basic notation and begin to play from graphic symbols. Listen to a piece of music with concentration.
	Yr 1 & 2  Cycle A	Spring 1 & 2	<b><u>Exploring dynamics and tempo and recognising instruments</u></b>  Kapow: Y1 Classical Music, Dynamics and Tempo (animals)  <u>Listening</u> : Carnival of the Animals by Saint Saens; The Snow is Dancing by Debussy; Ritual Fire Dance by De Falla	Use a singing voice on own and with others. Differentiate between loud and quiet sounds. Recognise and control changes in dynamics, e.g. louder/quieter. Differentiate between fast and slow and control changes in tempo. Explore and combine sounds made by the voice and instruments and identify different qualities of sound: smooth, scratchy, jingling etc (timbre). Choose and order (structure) sounds and patterns. Create sequences of sounds to represent a given idea or character. Begin to play from graphic symbols. Watch and follow the leader's signals: start/stop, loud/quiet. Use musical terms louder/quieter, faster/slower, higher/lower to describe music. Begin to identify orchestral instruments and families and understand that different instruments produce different sounds or timbres.
	Yr 1 & 2  Cycle A	Summer 1 & 2	<b><u>Pitch</u></b>  Kapow: Y1 Pitch and Tempo (Superheroes) <b>Active Music: KS1 Pitch</b>  <u>Listening</u> : BBC Ten Pieces - No Place Like by Kerry Andrew	Sing following the shape of the melody and in time with the tempo and beat. Recognise higher, lower and staying the same. Echo sing short melodic phrases identifying if the pitch goes up or down Sing songs using soh and mi and lah-soh-mi (songs in Teams folder) Use sol fa hand signs for soh mi pitches. Copy and improvise simple soh-mi and lah-soh-mi patterns. Begin to use/improvise with mi-re-doh trichord (B, A, G or E, D, C). Compose short melodic patterns. Recognise and respond to the character of a piece of music using musical terminology: the mood sounds sad because it is played slowly and quietly.

LOWER KEY STAGE TWO	Yr 1 & 2 Cycle B	Autumn 1 & 2	<u><b>Pulse and Rhythm</b></u>  <b>Kapow:</b> Y1 Pulse and Rhythm (All about me) <b>Active Music: KS1 Rhythm and Pulse</b> <b>Listening:</b> BBC Ten Pieces - Russian Dance from The Nutcracker by Tchaikovsky, Clog Dance by Herold; <u>Year 1 Model Music Curriculum 2021</u> (YouTube) Singing: Nativity songs.	Sing a variety of songs with control, accurate pitch and rhythm using clear mouth shapes to form words. Add actions to a song. Clap/stamp on the beat whilst singing. Play by ear and begin to play from symbols. Move to the pulse/beat and perform a steady pulse. Compare the speed of the pulse - faster or slower. Distinguish between pulse and rhythm and begin to combine them. Compose rhythm patterns using words/phrases. Copy and identify crotchet and quaver rhythms (ta and te te). Compose and notate 4 beat rhythm patterns using words and stick notation. Recognise a rest beat in a phrase. Recognise the sound of school percussion instruments; begin to name them.
	Yr 1 & 2 Cycle B	Spring 1 & 2	<u><b>Pitch</b></u>  <b>Kapow:</b> Y2 Musical Me <b>Active Music: KS1 Pitch</b> <b>Listening:</b> Mattachins by Warlock. Dance of the Knights by Prokofiev.	Develop accurate pitch matching. Echo-sing short melodic phrases identifying the direction of the pitch (up/down). Show higher and lower and pitch intervals with hands and actions. Begin songs on different pitches maintaining the correct pitch interval. Recognise and use pitch names for soh and mi and lah-soh-mi. Improvise melodic patterns on two or three notes using soh-mi and lah-soh-mi. Recognise the m-r-d trichord used in songs (B, A, G or E, D, C as in Hot Cross Buns or Rain is falling down). Describe the mood of the music and how it makes them feel through words and pictures.
	Yr 1 & 2 Cycle B	Summer 1 & 2	<u><b>Exploring dynamics, tempo and timbre</b></u>  <b>Kapow:</b> Y1 Under the Sea, Musical Vocabulary or Y1 By the Sea, Vocal and Body Sounds <b>Listening:</b> Morning Mood by Grieg. Flight of the Bumble Bee by Rimsky Korsakov. William Tell Overture by Rossini	Sing expressively with some control of dynamics. Explore long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo), high & low sounds (pitch). Play loudly, quietly, fast, slow developing some technique with instruments. Explore ways in which sounds are made and can be changed. Recognise when music gets louder or quieter, faster or slower. Choose appropriate dynamics for songs, accompaniments and compositions. Copy a short musical pattern on an instrument. Use and play from graphic symbols to represent sounds and effects. Choose sounds in response to a stimulus; add sound effects to a story, poem or picture. Suggest improvements to own work.
	Yr 3 & 4 Cycle A	Autumn 1 & 2	<u><b>Pulse and Rhythm</b></u>  <b>Kapow:</b> Y3 Jazz or Y4 Body and Tuned percussion: (Rainforests) <b>Active Music: KS2 Rhythm and Pulse</b> <b>Listening:</b> Promenade by Gershwin. Les Toreadors from Carmen by Bizet <u>Year 4 Model Music Curriculum 2021</u> (YouTube)	Sing songs in a variety of styles controlling breathing, tuning and diction. Understand that rhythm is the sub-division of the beat. Copy, identify and notate rhythms using stick notation. Recognise and use rest beats. Begin to recognise and use semi-quavers. Compose and perform rhythm patterns and phrases. Combine pulse and rhythm to create effects. Listen with attention to detail and perform parts by ear. Perform phrases from traditional notation. Maintain own part with awareness of others. Recognise music from different times and countries identifying key elements.
	Yr 3 & 4 Cycle A	Spring 1 & 2	<u><b>Pitch</b></u>  <b>Kapow:</b> Y4 Adapting and transposing motifs (Romans) <b>Active Music: KS2 Pitch</b> <b>Listening:</b> BBC Ten Pieces - Symphony no.5 by Beethoven. Can Can by Offenbach	Sing call and response songs. Show pitch intervals with actions and sol fa hand signs. Recognise and improvise lah-soh-mi melodic patterns. Recognise and improvise mi-re-doh melodic patterns (B,A,G or E,D,C). Copy a short melodic phrase by ear on a pitched instrument. Use rhythm sol fa to notate short melodic patterns. Compose and perform melodic phrases using repetition and echo. Play tuned percussion instruments to improvise and accompany songs. Begin to read and play from traditional notation including rests. Identify features such as repeated rhythmic or melodic phrases and repetition in the structure of the music.
	Yr 3 & 4 Cycle A	Summer 1 & 2	<u><b>Exploring dynamics, tempo, and structure</b></u>  <b>Kapow:</b> Y3 Creating compositions in response to animation (Mountains)  <b>Listening:</b> BBC Ten Pieces – In the Hall of the Mountain King by Grieg; A Night on the Bare Mountain by Mussorgsky. Slavonic Dance no. 8 by Dvorak  <b>Kapow:</b> Y3 Changes in pitch, tempo & dynamics (rivers) Listening: ‘Vltava’ by Smetana	Recognise and explore changes in dynamics, sudden and gradual. Use Italian terms – f, p, mf, mp, crescendo, diminuendo. Recognise and explore changes of tempo. Use Italian terms - accelerando, ritardando. Listen and respond to music in different ways suggesting a purpose. Identify orchestral families of instruments, e.g. woodwind, brass, strings. Explore how different sounds/instruments represent pictures, moods, places. Explore how sounds can be used to create particular effects. In compositions, explore dynamics, tempo and timbre with instruments. Make decisions about how to structure a piece of music. Sequence graphic symbols to make a simple score and play from them. Practise and refine performances for an audience.

UPPER KEY STAGE TWO	Yr 3 & 4 Cycle B	Autumn 1 & 2	<p><b>Pitch</b></p> <p>Kapow: Y3 Pentatonic Melodies (Chinese New Year) or Y5 Composition Notation (The Egyptians)</p> <p><b>Active Music: KS2 Pitch</b></p> <p><b>Listening:</b> BBC Ten Pieces – O Fortuna from Carmina Burana by Carl Orff. Sabre Dance by Khachaturian <u>Year 3 Model Music Curriculum 2021</u> (YouTube)</p>	<p>Sing with increasing pitch accuracy, expression and awareness of phrase. Show higher/lower pitch intervals with actions and sol fa hand signs. Sing, play and compose l-s-m -r-d pentatonic melodies with CDE GA or GABCD.</p> <p>Use rhythm sol fa to notate short melodic patterns.</p> <p>Play tuned percussion instruments to improvise and to accompany songs.</p> <p>Compose simple accompaniments to songs using ostinato and drone.</p> <p>Recognise some familiar instrumental sounds and instruments in recorded music; piano, guitar, drums etc.</p>
	Yr 3 & 4 Cycle B	Spring 1 & 2	<p><b>Pulse and Rhythm</b></p> <p>Kapow: Y4 Samba and Carnival Sounds</p> <p><b>Active Music: KS2 Rhythm and Pulse</b></p> <p><b>Listening:</b> BBC Ten Pieces - The Little Train of the Caipira by Villa Lobos; Short Ride in a Fast Machine by John Adams;</p>	<p>Chant or sing a round in 2 parts maintaining own part.</p> <p>Understand that rhythm is the sub-division of the beat.</p> <p>Copy, identify and notate rhythms using stick notation.</p> <p>Compose rhythm phrases which include rest (silent) beats.</p> <p>Recognise and begin to use semi-quavers.</p> <p>Begin to read and play from traditional notation including rests.</p> <p>Combine pulse and rhythms to create texture and effects.</p> <p>Maintain rhythmic ostinato patterns with others and to a steady beat.</p> <p>Recognise the sound of different world instruments (South American).</p> <p>Recognise and use echo and call and response structures.</p>
	Yr 3 & 4 Cycle B	Summer 1 & 2	<p><b>Exploring dynamics, structure and texture</b></p> <p>Kapow: Y4 Changes in Pitch, tempo &amp; dynamics (Rivers) or Y4 Haiku</p> <p><b>Listening:</b> BBC Ten Pieces - Earth by Hans Zimmer Hoe Down from Rodeo by Copland Fanfare for the Common Man by Copland</p>	<p>Choose appropriate dynamics for songs and accompaniment.</p> <p>Make gradual or sudden dynamic changes for effect.</p> <p>Use Italian terms – f, p, mf, mp, crescendo, diminuendo.</p> <p>Combine, layer and overlap sounds to create textures and effects.</p> <p>Follow a conductor: stop/start, faster/slower, louder/quieter.</p> <p>Choose and combine sounds to represent a place/create a mood.</p> <p>In compositions, explore dynamics, structure, texture, timbre with instruments</p>
	Yr 5 & 6 Cycle A	Autumn 1 & 2	<p><b>Pulse and Rhythm</b></p> <p>Kapow: Y5 South and West Africa or Y5 Looping and remixing</p> <p><b>Listening:</b> BBC Ten Pieces - Connect It by Anna Meredith Ola Gjeilo - Winter Songs - Home</p> <p><u>Year 6 Model Music Curriculum 2021</u> (YouTube)</p>	<p>Sing confidently in a variety of styles communicating the meaning and mood of the song.</p> <p>Combine pulse and rhythm.</p> <p>Recognise and perform rhythm canons.</p> <p>Recognise and use crotchets, quavers, semi-quavers and minims.</p> <p>Recognise and use structures e.g. binary or ternary (ABA), canon, rondo.</p> <p>Explore textures by layering rhythm patterns.</p> <p>Explore different groupings of beats (metre of 2, 3 and 4).</p> <p>Recognise musical devices, e.g. ostinato, unison, canon.</p> <p>Play rhythmic patterns and accompaniments to a song.</p> <p>Perform to different audiences.</p>
	Yr 5 & 6 Cycle A	Spring 1 & 2	<p><b>Exploring dynamics, timbre and texture</b></p> <p>Kapow: Y6 Dynamics, Pitch and Texture: Fingal's Cave</p> <p><b>Listening:</b> BBC Ten Pieces - Mars by Holst; Also Spracht Zarathustra by Strauss. Under Stars by Brian Eno</p> <p>BBC Ten Pieces - Night Ferry by Anna Clyne La Mer by Debussy.</p>	<p>Explore how sounds can be used to create particular effects.</p> <p>Listen and respond to music through art/graphic symbols.</p> <p>Comment on the effects the composer achieves in the music.</p> <p>Use Italian terms – f, p, mf, mp, crescendo, diminuendo.</p> <p>Choose appropriate sounds to represent ideas for a soundscape.</p> <p>Use a variety of sound qualities (timbre) on a range of instruments for effect.</p> <p>Choose appropriate dynamics for music and accompaniment making gradual or sudden dynamic changes for effect.</p> <p>Compose music to convey a mood, time or place using musical devices.</p> <p>Read and play from graphic notation.</p>
	Yr 5 & 6 Cycle A	Summer 1 & 2	<p><b>Pitch</b></p> <p>Kapow: Y5 Blues</p> <p>Also, Oak National Academy unit on Blues and Harmony</p> <p><b>Listening:</b> Hound Dog by Elvis Presley (uses 12 bar blues structure) Runaway Blues by Ma Rainey BBC Ten Pieces - Rhapsody in Blue by Gershwin Symphony no.1 (3<sup>rd</sup> movement) by Florence Price.</p>	<p>Recognise and improvise with d-r-m-s-l (pentatonic) melodic patterns, CDE GA or GAB DE.</p> <p>Use rhythm sol fa to notate melodic patterns (rhythm notation with pitch below).</p> <p>Compose melodies that use mainly steps.</p> <p>Notate and play from melodies on a stave.</p> <p>Explore and play the notes of major and minor chords/triads.</p> <p>Explore characteristics of different styles, e.g. 12 bar blues.</p> <p>Play a simple chord progression.</p> <p>Arrange a song using tuned and un-tuned accompaniments.</p> <p>Compare music of contrasting styles and genres using appropriate vocabulary.</p>
	Yr 5 & 6 Cycle B	Autumn 1 & 2	<p><b>Pitch</b></p> <p>Kapow: Y6 Songs of WW2</p> <p><b>Listening:</b> In the Mood by Glenn Miller <u>Year 5 Model Music Curriculum 2021</u> (YouTube)</p> <p>BBC Ten Pieces - Overture by Grażyna Bacewicz</p>	<p>Sing with awareness of phrasing, tempo and dynamics reflecting the character of the song.</p> <p>Sing two or three part rounds or songs.</p> <p>Play melodies by ear and from notation on pitched instruments.</p> <p>Recognise and improvise using d-r-m-f-s and d-r-m-f-s-l pitches e.g. CDEFG and CDEFGA</p> <p>Use rhythm sol fa to notate melodic patterns.</p> <p>Recognise and play from pitch intervals on a stave.</p> <p>Compose melodies that use steps and leaps and use staff notation to record. Maintain own part on a pitched and unpitched instrument in an ensemble.</p> <p>Talk about how the music shows the time and place it was written.</p>
	Yr 5 & 6 Cycle B	Spring 1 & 2	<p><b>Pulse and Rhythm</b></p> <p>Kapow: Y6 Advanced Rhythms</p> <p><b>Listening:</b> BBC Ten Pieces - Mambo by Leonard Bernstein. Music for 18 Musicians by Steve Reich</p>	<p>Read and play rhythms from stick and standard notation.</p> <p>Recognise and use crotchets, quavers, semi-quavers and minims.</p> <p>Combine pulse and rhythm(s)</p> <p>Read and perform 2-part rhythms.</p> <p>Identify roles within a performance, e.g. leading, solo part, rhythmic support. Improve own compositions after discussion.</p>



			Identify some orchestral instruments.
<b>Yr 5 &amp; 6</b> <b>Cycle B</b>	<b>Summer 1 &amp; 2</b>	<b>Exploring timbre, texture and structure</b> <b>Kapow: Y6 Film Music</b> <b>Listening:</b> John Williams film music (Star Wars, Superman, Harry Potter). BBC Ten Pieces - Anthology of Fantastic Zoology – Sprite; A Bao A Qu by Mason Bates <b>Kapow: Y5 South and West Africa</b>	Combine and overlap sounds to create textures and effects Compose/arrange music for different occasions, e.g. a procession or battle. Combine melodic and rhythmic patterns in a composition or song. Use a range of symbols to record compositions. Create and follow graphic scores showing texture, dynamics, duration, timbre <b>Recognise the sound of some world instruments.</b> Listen and respond to music through art/graphic symbols. Use musical language and knowledge to talk about music from a variety of times, places, traditions and cultures, identifying the similarities and differences and recognising the timbre (sound) of a variety of instruments.

### **Schemes, websites and resources:**

Kapow Music: <https://www.kapowprimary.com/subjects/music/>

BBC Ten Pieces: <https://www.bbc.co.uk/teach/ten-pieces>

Teaching Primary Music: lesson plans for KS1 and KS2 in Music Subject Leader folder on Teams

Active Music: resources in Music Subject Leader folder on Teams

Model Music Curriculum 2021: guidance and appendices with model plans & recommended listening music in Music SL folder on Teams

NYCOS singing games to teach musical concepts for all age groups: <https://www.nycos.co.uk/learn/video-resources/>

Bring the Noise resources, teacher techniques and how to's: <https://www.bbc.co.uk/teach/bring-the-noise/teacher-techniques/zjhj47h>

Pulse and Rhythm warm ups and pitch matching singing games: demo videos and supporting documents in Music SL folder on Teams.

Chrome Music Lab: <https://musiclab.chromeexperiments.com/>

Information and sound clips for composers and orchestral instruments: <https://www.dallassymphony.org/community-education/dso-kids/>

Warm up games for sound exploration and listening: <http://resources.bcmg.org.uk/thats-my-music/warm-up-games>

Classical 100: <https://www.classical100.org/>

### **YouTube**

MMC playlist of suggested listening pieces: <https://www.youtube.com/playlist?list=PLitQ2pP9mJehgHI2SKh41Y5eUrFHmRo-V>  
 This will take you to the playlist for Y1. You can then search for your required year group listening pieces.

Listening Calendar: <https://www.youtube.com/channel/UCCCKLDhddfYnNVtdDkTEiagg>

Musication: <https://www.youtube.com/user/derjanson>

Line Rider: [https://www.youtube.com/results?sp=mAEB&search\\_query=line+rider](https://www.youtube.com/results?sp=mAEB&search_query=line+rider)

Lectura Ritmico (Rhythm notation) <https://www.youtube.com/watch?v=Wk43IDUQmTk>

Various body percussion play-alongs – a few examples below:

<https://www.youtube.com/watch?v=Z-lxCForvbE> Piano Guys - It's gonna be okay

<https://www.youtube.com/watch?v=S0dF6Ns-PI0> Wellerman

<https://www.youtube.com/watch?v=ZdeilOfaYgM&t=55s> Funky Giraffe

[https://www.youtube.com/watch?v=j\\_hnxwh8RGE&list=PLLj9zcicoXcOif1A5TkIO-64pouQ66t5r&index=30](https://www.youtube.com/watch?v=j_hnxwh8RGE&list=PLLj9zcicoXcOif1A5TkIO-64pouQ66t5r&index=30) Run like the river