

## 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, art 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 **Sing Up Music, BBC Ten Pieces, Teaching Primary Music, Five a Day** and **Classroom 200**. 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 is an excellent resource for teaching pulse and rhythm in a systematic way and Active Music and Five a Day provides a bank of songs and singing games to support the teaching of pulse, rhythm and pitch skills. The Music curriculum is also aligned to the new Model Music Curriculum (March 2021).

EYFS	<b>Pulse and Rhythm Focus</b>		<b>Pitch Focus</b>		<b>Listening and Exploring Sounds Focus</b>		
	Single Cycle	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)	Outline of skills	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)	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)		
Resources		<b>Sing Up</b>		<b>Five a Day singing resource.</b>			
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>Sing Up: Tony Chestnut – Year 2</b> <b>Grandma Rap – Year 2</b> <b>Come Dance with me – Year 1</b>  <b>Additional resources: Teaching Primary Music</b> <b>Active Music KS1 Rhythm and Pulse (folders in Teams)</b> <b>Listening:</b> BBC Ten Pieces - Winter by Vivaldi; Year 2 Model Music Curriculum 2021 (YouTube) Additional singing: Nativity/Christmas 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; 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>  <b>Sing Up: Carnival of the Animals – Year 2</b> <b>Musical Conversations -Year 1</b> <b>Charlie Chaplin -Year 2</b>  <b>Listening:</b> Carnival of the Animals by Saint Saens; BBC Ten Pieces - No Place Like by Kerry Andrew		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>  <b>Sing Up: Minibeasts – Year 2</b> <b>The King is in the Castle -Year 1</b> <b>Rockpool Rock – Year 2</b>  <b>Active Music: KS1 Pitch</b>  <b>Listening:</b> Flight of the Bumble Bee by Rimsky Korsakov BBC Ten Pieces - Horn Concerto by Mozart Ritual Fire Dance by De Falla		Sing following the shape of the melody and in time with the tempo/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	<p align="center"><b><u>Pulse and Rhythm</u></b></p> <p><b>Sing Up: Colonel Hathi's March - Year 1</b> <b>Who Stole my Chickens and my Hens? - Year 1</b> <b>Cat and Mouse – Year 1</b></p> <p><b>Additional resources:</b> <b>Active Music KS1 Rhythm and Pulse</b></p> <p><b>Listening:</b> BBC Ten Pieces - Russian Dance from The Nutcracker by Tchaikovsky, Clog Dance by Herold; <u>Year 1 Model Music Curriculum 2021 (YouTube)</u> Singing: Nativity songs.</p>	<p>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.</p>
	Yr 1 & 2 Cycle B	Spring 1 & 2	<p align="center"><b><u>Pitch</u></b></p> <p><b>Sing Up: Menu Song - Year 1</b> <b>Football - Year 1</b></p> <p><b>Additional resources:</b> <b>Active Music: KS1 Pitch</b></p> <p><b>Listening:</b> Mattachins by Warlock. Dance of the Knights by Prokofiev.</p>	<p>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.</p>
	Yr 1 & 2 Cycle B	Summer 1 & 2	<p align="center"><b><u>Exploring dynamics, tempo and timbre</u></b></p> <p><b>Sing Up: Magical Musical Aquarium - Year 1</b> <b>Dawn from Sea Interludes – Year 1</b> <b>Dancing and Drawing to Nautilus - Year 1</b></p> <p><b>Listening:</b> Morning Mood by Grieg. William Tell Overture by Rossini</p>	<p>Sing expressively with some control of dynamics. Explore long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo), high &amp; 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.</p>
	Yr 3 & 4 Cycle A	Autumn 1 & 2	<p align="center"><b><u>Pulse and Rhythm</u></b></p> <p><b>Sing Up: Samba - Year 3</b> <b>My Fantasy Football Team – Year 4</b></p> <p><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 (YouTube)</u></p>	<p>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.</p>
	Yr 3 & 4 Cycle A	Spring 1 & 2	<p align="center"><b><u>Pitch</u></b></p> <p><b>Recorders:</b> learn to play B, A and G and tunes using these notes.</p> <p><b>Listening:</b> BBC Ten Pieces - Symphony no.5 by Beethoven. Can Can by Offenbach</p> <p>Optional: <b>Sing Up: Global Pentatonics – Year 4</b></p>	<p>Sing call and response songs. Show pitch intervals with actions and sol fa hand signs. Recognise and improvise soh-mi and lah-soh-mi melodic patterns. <b>Learn to play B on the recorder using the correct fingering/hand and a clearly articulated (tongued) sound.</b> <b>Play tunes and improvise melodic patterns using B.</b> <b>Learn to play A (as above). Learn to play G (as above).</b> <b>Play tunes and improvise melodic patterns using B, A and G (mi-re-doh)</b> If using glockenspiels, use E D C as mi-re-doh. <b>Copy a short melodic phrase by ear on a pitched instrument (recorder).</b> <b>Begin to read and play from traditional notation including rests.</b> Use rhythm sol-fa to notate melodic patterns e.g.</p> <p align="center">  </p> <p>Compose and perform melodic phrases using repetition and echo. Play recorders or tuned percussion instruments to accompany songs. Identify features such as repetition in the structure of the music.</p>
	Yr 3 & 4 Cycle A	Summer 1 & 2	<p align="center"><b><u>Exploring dynamics, tempo, and structure</u></b></p> <p><b>Recorders</b> follow on from Spring term.</p> <p><b>Sing Up: From a Railway carriage – Year 3</b> <b>Composing with Colour - Year 4</b></p> <p><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</p>	<p>Consolidate B, A and G on the recorder. Introduce high C and D. Increase repertoire of tunes. 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 sounds/instruments represent pictures, moods, places and can be used to create 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.</p>

UPPER KEY STAGE TWO	Yr 3 & 4 Cycle B	Autumn 1 & 2	<p align="center"><b>Pulse and Rhythm</b></p> <p><b>Sing Up: Chilled Out Clap Rap – Year 3</b> <b>Latin dance - Year 3</b></p> <p><b>Active Music: KS2 Rhythm and Pulse</b> <b>Listening:</b> BBC Ten Pieces - The Little Train of the Caipira by Villa Lobos; Short Ride in a Fast Machine by John Adams; <a href="#">Year 3 Model Music Curriculum 2021 (YouTube)</a></p>	<p>Chant or sing a round in 2 parts maintaining own part. Understand that rhythm is the sub-division of the beat. Copy, identify and notate rhythms using stick notation. Compose rhythm phrases which include rest (silent) beats. Recognise and begin to use semi-quavers. Begin to read and play from traditional notation including rests. Combine pulse and rhythms to create texture and effects. Maintain rhythmic ostinato patterns with others and to a steady beat. Recognise the sound of different world instruments (South American). Recognise and use echo and call and response structures.</p>
	Yr 3 & 4 Cycle B	Spring 1 & 2	<p align="center"><b>Pitch</b></p> <p><b>Recorders:</b> learn to play B, A and G and tunes using these notes. <b>Listening:</b> BBC Ten Pieces – O Fortuna from Carmina Burana by Carl Orff. Sabre Dance by Khachaturian</p> <p>Optional: <b>Sing Up: I've been to Harlem - Year 3</b> <b>Just 3 notes - Year 3</b></p>	<p>Sing with increasing pitch accuracy, expression and awareness of phrase. Show higher/lower pitch intervals with actions and sol fa hand signs. <b>Learn/revise how to play B on the recorder using the correct fingering/hand and a clearly articulated (tongued) sound.</b> <b>Play tunes and improvise melodic patterns using B.</b> <b>Learn to play A (as above). Learn to play G (as above).</b> <b>Play tunes and improvise melodic patterns using B, A and G</b> <b>Read and play from staff notation.</b> Use rhythm sol fa to notate short melodic patterns (Cycle A example). Compose simple accompaniments to songs using ostinato and drone. Recognise some familiar instrumental sounds and instruments in recorded music; piano, guitar, drums etc.</p>
	Yr 3 & 4 Cycle B	Summer 1 & 2	<p align="center"><b>Exploring dynamics, structure and texture</b></p> <p><b>Sing Up: Fanfare for the Common man - Year 4</b> <b>Sound Symmetry - Year 3</b></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. Make gradual or sudden dynamic changes for effect. Use Italian terms – f, p, mf, mp, crescendo, diminuendo. Combine, layer and overlap sounds to create textures and effects. Follow a conductor: stop/start, faster/slower, louder/quieter. Choose and combine sounds to represent a place/create a mood. In compositions, explore dynamics, structure, texture, timbre with instruments.</p>
	Yr 5 & 6 Cycle A	Autumn 1 & 2	<p align="center"><b>Pulse and Rhythm</b></p> <p><b>Sing Up: Building a Groove – Year 5</b> <b>Keep the Home Fires Burning – Year 5</b></p> <p><b>Listening:</b> BBC Ten Pieces - Connect It by Anna Meredith Ola Gjeilo - Winter Songs - Home</p> <p><a href="#">Year 6 Model Music Curriculum 2021 (YouTube)</a></p>	<p>Sing confidently in a variety of styles communicating the meaning and mood of the song. Combine pulse and rhythm. Recognise and perform rhythm canons. Recognise and use crotchets, quavers, semi-quavers and minims. Recognise and use structures e.g. binary or ternary (ABA), canon, rondo. Explore textures by layering rhythm patterns. Explore different groupings of beats (metre of 2, 3 and 4). Recognise musical devices, e.g. ostinato, unison, canon. Play rhythmic patterns and accompaniments to a song. Perform to different audiences.</p>
	Yr 5 & 6 Cycle A	Spring 1 & 2	<p align="center"><b>Exploring dynamics, timbre and texture</b></p> <p><b>Sing Up: Race – Year 6</b> <b>Introduction to Song Writing – Year 5</b> <b>Composing for Protest – Year 6</b></p> <p><b>Listening:</b> BBC Ten Pieces - Mars by Holst; Also Sprach 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 effects. Listen and respond to music through movement/drama/art. Comment on the effects the composer achieves in the music. Use Italian terms – f, p, mf, mp, crescendo, diminuendo. Choose appropriate sounds to represent ideas for a soundscape. Use a variety of sound qualities (timbre) on a range of instruments for effect. Choose appropriate dynamics for music and accompaniment making gradual or sudden dynamic changes for effect. Compose music to convey a mood, time or place using musical devices. Read and play from graphic notation.</p>
	Yr 5 & 6 Cycle A	Summer 1 & 2	<p align="center"><b>Pitch</b></p> <p><b>Sing Up: Touch the Sky – Year 6</b> <b>Baloo Balerie – Year 5</b></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 using voice and glockenspiels. Use rhythm sol fa to notate melodic patterns (rhythm notation with pitch names below). Compose melodies to a given rhythm that use mainly steps. Notate and play from melodies on a staff. Explore and play the notes of major and minor chords/triads. Explore characteristics of different styles, e.g. 12 bar blues. Play a simple chord progression on glockenspiels. Compare music of contrasting styles and genres using appropriate vocabulary.</p>
	Yr 5 & 6 Cycle B	Autumn 1 & 2	<p align="center"><b>Pitch</b></p> <p><b>Recorders</b></p> <p>Optional: <b>Sing Up: Mr Miller - Year 6</b> <b>Three Little Birds - Year 5</b></p> <p><b>Listening:</b> In the Mood by Glenn Miller <a href="#">Year 5 Model Music Curriculum 2021 (YouTube)</a></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. Sing two or three part rounds or songs. Revise/learn B, A, G, high C and D; learn low E and low D on recorders. Play melodies by ear and from notation on pitched instruments. Recognise and improvise using d-r-m-f-s and d-r-m-f-s-l pitches e.g. CDEFG and CDEFGA Use rhythm sol fa to notate melodic patterns. Recognise and play from pitch intervals on a staff. 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. Talk about how the music shows the time and place it was written.</p>

Yr 5 & 6 Cycle B	Spring 1 & 2	<b>Pulse and Rhythm</b> <b>Sing Up: Drunken Sailor - Year 5</b> <b>Samba with Sergio – Lower KS2 unit</b> <b>Listening:</b> BBC Ten Pieces - Mambo by Leonard Bernstein. Music for 18 Musicians by Steve Reich	Read and play rhythms from stick and standard notation. Recognise and use crotchets, quavers, semi-quavers and minims. Combine pulse and rhythm(s) Read and perform 2-part rhythms. Identify roles within a performance, e.g. leading, solo part, rhythmic support. Improve own compositions after discussion. Identify some orchestral instruments.
Yr 5 & 6 Cycle B	Summer 1 & 2	<b>Exploring timbre, texture and structure</b> <b>Sing Up: Composing in Ternary Form - Year 5</b> <b>Shadows – Year 6</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	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 Recognise the sound of some world instruments. 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

Sing Up: [Login | Sing Up](#)

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

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

Five a Day songs for EYFS and KS1: in Music folder on Teams

Active Music: resources in Music folder on Teams

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

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

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

Classroom 200: <https://www.classroom200.org/>

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, how to's: <https://www.bbc.co.uk/teach/bring-the-noise/teacher-techniques/zjh47h>

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

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

#### 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.

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-lxCForbE> 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