

Music Curriculum Overview 25-26



Long Term Plan

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
EYFS	<ul style="list-style-type: none"> - Explores instruments and is beginning to name them - Joins in with repeated rhythms - Listens to and responds to different music 					
F1						
EYFS	Exploring Sound	Celebration Music	Music and Movement	Musical stories	Big Band	Transport
F2						
Year 1	Keeping the Pulse (My favourite things) Y1	Nativity	Tempo (Snail and mouse) Y1	Dynamics (Seaside) Y1	Sound patterns (Fairytale) Y1	Pitch (Superheroes) Y1
Year 2	Keeping the Pulse (My favourite things) Y1	Nativity	Tempo (Snail and mouse) Y1	Dynamics (Seaside) Y1	Sound patterns (Fairytale) Y1	Pitch (Superheroes) Y1
Year 3/4	Body and tuned percussion (Theme: Rainforests) Y4	Adapting and transposing motifs (Theme: Romans) Y4	Changes in pitch, tempo and dynamics (Theme: Rivers) Y4	Rock and Roll Y4	Developing singing technique (Theme: The Vikings) Y3	Samba and carnival sounds and instruments
Year 4/5	Composition notation (Theme: Ancient Egypt) Y5	Blues Y5	South and West Africa Y5	Composition to represent the festival of colour (Theme: Holi Festival) Y5	Looping and remixing Y5	Musical theatre Y5
Year 5/6	Dynamics, pitch and texture (Theme: Fingal's Cave) Y6	Songs of WW2 Y6	Film Music Y6	Theme and variations (Theme: Pop Art) Y6	Baroque Y6	Composing and performing a Leavers' Song Y6

Music Progression

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
EYFS F1	<ul style="list-style-type: none"> - Explores instruments and is beginning to name them - Joins in with repeated rhythms - Listens to and responds to different music 					
	<i>Why this and why now?</i>					
	Sparks curiosity and links to interests. Throughout the year F1 will use in the moment planning to follow the interest of the children. Will build on prior learning at appropriate moments in the year through adult led and child led opportunities and provision.					
	Vocabulary and key concepts					
	Listen, repeat, play, sound, hear, rhythm.					
EYFS F2	Exploring Sound	Celebration Music	Music and Movement	Musical stories	Big Band	Transport
	<i>Why this and why now?</i>					
	To understand different sounds and how we listen To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly.		Following on from FS1 and exposure to music To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.		To understand the concept of many instruments playing together is a band. To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.	

Vocabulary and key concepts						
	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low, tempo, pulse, beat	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low	Listen, hear, sound, play, repeat, rhythm, beat, fast, slow, high, low.
Y1	Keeping the Pulse (My favourite things) Y1	Nativity	Tempo (Snail and mouse) Y1	Dynamics (Seaside) Y1	Sound patterns (Fairytale) Y1	Pitch (Superheroes) Y1
	<u>Why this and why now?</u>					
	Understanding the basics of music and listening and concentration.	Due to time of year, KS1 focus on their performance by learning songs of by heart.	To learn new techniques and understand this can relate to characters.	To understand the different sounds from different environments they explore.	To learn about the different sounds in a story	To begin to learn how to compose a simple tune.
	Vocabulary and key concepts					
	Pulse, singing, voice, speaking, thinking, instruments, groups, notation, rhyme, pitch, repetition.	Singing, music, stop, listen, high, low, solo, pause	Tempo, pulse, slow, fast, beat, pattern, voice	Dynamics, instrument, seaside, soundscape, symbol, Volume, beat, listen, concentrate, hear, instrument.	Voices, loud, quiet, soft, high, pitch, dynamic,	high, low, pattern, performance, pitch, tempo
Y2	Keeping the Pulse (My favourite things) Y1	Nativity	Tempo (Snail and mouse) Y1	Dynamics (Seaside) Y1	Sound patterns (Fairytale) Y1	Pitch (Superheroes) Y1
	<u>Why this and why now?</u>					
	Understanding the basics of music and listening and concentration.	Due to time of year, KS1 focus on their performance by learning songs of by heart.	To learn new techniques and understand this can relate to characters.	To understand the different sounds from different environments they explore.	To learn about the different sounds in a story	To begin to learn how to compose a simple tune.
	Vocabulary and key concepts					
	Pulse, singing, voice, speaking, thinking, instruments, groups, notation, rhyme, pitch, repetition.	Singing, music, stop, listen, high, low, solo, pause	Tempo, pulse, slow, fast, beat, pattern, voice	Dynamics, instrument, seaside, soundscape, symbol, Volume, beat, listen, concentrate, hear, instrument.	Voices, loud, quiet, soft, high, pitch, dynamic,	high, low, pattern, performance, pitch, tempo

	Body and tuned percussion (Theme: Rainforests) Y4	Adapting and transposing motifs (Theme: Romans) Y4	Whole class music lessons with LMS	Whole class music lessons with LMS	Developing singing technique (Theme: The Vikings) Y3	Samba and carnival sounds and instruments
	<u>Why this and why now?</u>					
	To follow on from KS1 and using our body to create music.	To teach new techniques and understanding of musical terminology.	To enable children to learn to play a musical instrument and read notation	To enable children to learn to play a musical instrument and read notation	To begin to learn different musical techniques.	Understand different cultures and their music
	Vocabulary and key concepts					
Y3/4	body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion	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, tempo, transpose, tuned instrument, vocal warm-ups	Notation, tempo, pulse, beat, stop, pipa, repeat, rhythm, pace	Notation, tempo, pulse, beat, stop, pipa, repeat, rhythm, pace	accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,	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
Y4/5	Composition notation (Theme: Ancient Egypt) Y5	Blues Y5	South and West Africa Y5	Composition to represent the festival of colour (Theme: Holi Festival) Y5	Looping and remixing Y5	Musical theatre Y5

	<u>Why this and why now?</u>					
	To develop understanding of techniques and begin to experiment with notation.	To learn different genres of music and what makes them unique.	Learning about different cultures and their traditions.	Understanding connections between sound and colour in relation to music.	To understand dance music and how it is created.	Introduction to new concepts and supporting transition to 5/6.
	Vocabulary and key concepts					
	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation	acapella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals	dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synaesthesia, tempo, texture, timbre, visual representation, vocal sounds	accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure	action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions
Y5/6	Songs of WW2 Y6	Dynamics, pitch and texture (Theme: Fingal's Cave) Y6	Film Music Y6	Theme and variations (Theme: Pop Art) Y6	Baroque Y6	Composing and performing a Leavers' Song Y6
	<u>Why this and why now?</u>					
	Linking to their learning of Battle of Britain and understanding the music that was played and created during the war.	Understanding work form composers and their intent.	To develop understanding of films and music creating drama.	Understanding how different music can translate onto different instruments for the audience intended.	Understanding different periods of history and how the music was different.	Putting all the elements of their musical knowledge form the years of primary school together.
	Vocabulary and key concepts					
	accuracy, backing track, compare,	classical, characterise, composition, conductor,	chromatics, conversation, evoke,	3/4 time, 4/4 time, accidentals, body	Baroque, bass clef, bass	allegro, arrangement, backing track, chorus,

<p>contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</p>	<p>depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p>	<p>graphic score, imagery, improvise, interval, major, minor, modulate, notate, pitch, sound effects, soundtrack, tremolo, unison</p>	<p>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</p>	<p>instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</p>	<p>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, structure, upbeat, verse</p>
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Music Benchmarks for Assessment

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening and appraising</p> <p>Joining in games – can they find the pulse.</p> <p>Singing – in time, tune</p> <p>Playing the instruments – can they identify the notes/ letters? Can they follow the pattern?</p> <p>Composition. Can they create their own music based on a theme? Can they play in a group with others?</p> <p>Perform</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Clap out beat structure of longer words.</p>	<p><input type="checkbox"/> I have learnt about lots of styles of music.</p> <p>Pulse</p> <p><input type="checkbox"/> I can find the pulse of all the songs listed above.</p> <p><input type="checkbox"/> I know that the pulse is the heartbeat of the music.</p> <p><input type="checkbox"/> I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm</p> <p><input type="checkbox"/> I can copy rhythms when playing Warm-up Games.</p> <p><input type="checkbox"/> I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play</p> <p><input type="checkbox"/> I can play the glockenspiel along</p>	<p><input type="checkbox"/> I have learnt about lots of styles of music.</p> <p>Pulse</p> <p><input type="checkbox"/> I can find the pulse of all the songs listed above.</p> <p><input type="checkbox"/> I know that the pulse is the heartbeat of the music.</p> <p><input type="checkbox"/> I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm</p> <p><input type="checkbox"/> I can copy rhythms when playing Warm-up Games.</p> <p><input type="checkbox"/> I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play</p> <p><input type="checkbox"/> I can play the glockenspiel along</p>	<p>Listen</p> <p><input type="checkbox"/> Each of these songs has a musical style that I can recognise.</p> <p><input type="checkbox"/> I have also listened to some Classical music.</p> <p>Play</p> <p><input type="checkbox"/> I learnt some more tunes on the glockenspiel.</p> <p><input type="checkbox"/> I can play the glockenspiel along to all the songs we sang this year.</p> <p>I played the <input type="checkbox"/> easy <input type="checkbox"/> medium <input type="checkbox"/> both the easy and medium parts.</p> <p><input type="checkbox"/> I learnt to read some music in Glockenspiel Stage 1.</p> <p>Pulse</p> <p><input type="checkbox"/> I can find the pulse of all these songs and recognise some other musical</p>	<p>Listen</p> <p><input type="checkbox"/> I can name some of the style indicators of these songs.</p> <p><input type="checkbox"/> I also listened to some Classical music.</p> <p>Play</p> <p><input type="checkbox"/> I learnt some more tunes on the glockenspiel.</p> <p><input type="checkbox"/> I can play the glockenspiel along to all the songs we sang this year.</p> <p>I played the <input type="checkbox"/> easy <input type="checkbox"/> medium <input type="checkbox"/> both the easy and medium parts.</p> <p><input type="checkbox"/> I learnt to read some music in Glockenspiel Stage 2.</p> <p>Pulse</p> <p><input type="checkbox"/> I can find the pulse of all these songs and recognise some other musical</p>	<p>Listen</p> <p><input type="checkbox"/> I have focussed on Classical music in class and its history.</p> <p>Pulse, rhythm and pitch</p> <p><input type="checkbox"/> I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.</p> <p>Play</p> <p><input type="checkbox"/> Classroom Jazz 1 – I have played these melodies by ear and improvised.</p> <p><input type="checkbox"/> I can play the glockenspiel along to all the songs we sang this year.</p> <p>I played the <input type="checkbox"/> easy <input type="checkbox"/> medium <input type="checkbox"/> both the easy and medium parts.</p> <p>Notation</p> <p><input type="checkbox"/> I used notated music.</p>	<p>Music and identity</p> <p><input type="checkbox"/> I can talk about my musical and cultural identity.</p> <p><input type="checkbox"/> I have written a piece of music with my friends about this.</p> <p>Pulse, rhythm and pitch</p> <p><input type="checkbox"/> I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.</p> <p>Play</p> <p><input type="checkbox"/> Classroom Jazz 1 – I have played these melodies by ear and improvised.</p> <p><input type="checkbox"/> I can play the glockenspiel along to all the songs we sang this year.</p> <p>I played the <input type="checkbox"/> easy <input type="checkbox"/> medium <input type="checkbox"/> both the easy and medium parts.</p>

<p>Can they perform with confidence?</p>	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>to all the songs we sang this year. I played the <input type="checkbox"/> easy <input type="checkbox"/> medium <input type="checkbox"/> both the easy and medium parts. Improvise <input type="checkbox"/> I can improvise with the songs we sang this year. I used <input type="checkbox"/> one <input type="checkbox"/> two notes. Compose <input type="checkbox"/> I composed a simple melody with some of the songs we sang this year.</p>	<p>to all the songs we sang this year. I played the <input type="checkbox"/> easy <input type="checkbox"/> medium <input type="checkbox"/> both the easy and medium parts. Improvise <input type="checkbox"/> I can improvise with the songs we sang this year. I used <input type="checkbox"/> one <input type="checkbox"/> two notes. Compose <input type="checkbox"/> I composed a simple melody with some of the songs we sang this year.</p>	<p>dimensions when I listen to them. <input type="checkbox"/> I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games. Improvise <input type="checkbox"/> I can improvise with the songs we sang this year. In class, we completed the <input type="checkbox"/> Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/> All Challenges. Compose <input type="checkbox"/> I composed a simple melody with some of the songs we sang this year.</p>	<p>dimensions when I listen to them. <input type="checkbox"/> I know the difference between pulse, rhythm and pitch and can show you when I'm doing Warm-up Games. Improvise <input type="checkbox"/> I can improvise with the songs we sang this year. In class, we completed the <input type="checkbox"/> Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/> All Challenges. Compose <input type="checkbox"/> I composed a simple melody with some of the songs we sang this year.</p>	<p>Improvise <input type="checkbox"/> I can improvise with the songs we sang this year. In class, we completed the <input type="checkbox"/> Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/> All Challenges. Compose <input type="checkbox"/> I composed a simple melody with some of the songs we sang this year. I can talk about: 1. The style indicators of some of these songs 2. The structure of some of the songs 3. How some of the dimensions of the music fits together in some of the songs 4. The historical context of some of the songs</p>	<p>Notation <input type="checkbox"/> I used notated music. Improvise <input type="checkbox"/> I can improvise with the songs we sang this year. In class, we completed the <input type="checkbox"/> Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/> All Challenges. Compose <input type="checkbox"/> I composed a simple melody with some of the songs we sang this year. 1. The style indicators of some of these songs 2. The structure of some of the songs 3. How some of the dimensions of the music fits together in some of the songs 4. The historical context of some of the songs</p>
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