

MUSIC : CURRICULUM OVERVIEW & SKILLS PROGRESSION 2021-2022



CURRICULUM OVERVIEW

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|--|---|---|---|--|--------|
| Music Units | <u>Hey you!</u> Old school Hip Hop (Glocks) <u>In the Groove</u> Blues (Glocks/non-tuned instruments) <u>Round and Round</u> Latin Bosa Nova (Glocks/non-tuned instruments) | <u>Hands, Feet, Heart</u> South African (Glocks/non-tuned instruments) <u>I Wanna Play in a</u> <u>Band</u> Rock (Glocks) <u>Zootime</u> Reggae (Glocks/non-tuned instruments) | <u>Let Your Spirit Fly</u> R&B (Glocks/non-tuned instruments) <u>The Dragon Song</u> Music from around the world (Glocks/non-tuned instruments) <u>Bringing us Together</u> Disco/Anthem (Glocks) | <u>Mama Mia!</u> Pop (Glocks) <u>Ukulele</u> Charanga Steps 1-4 <u>Ukulele</u> Charanga Steps 5-8 | <u>Ukulele</u> Musical Futures Sections 1-3 Hound Dog (Elvis) <u>Ukulele</u> Musical Futures Sections 4-6 Little Talks (Of Monsters and Men) <u>Ukulele</u> Musical Futures Sections 7-8 The Lion Sleeps Tonight (Tight Fit) Wonderwall (Oasis) | |
| National Curriculum Links | <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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. | | | |

Musician of the Month

Cultural Capital/Wider Experiences: Half termly experiences to be introduced to an additional composer/songwriter alongside the planned unit of work. To include a biography of the musician and a range of their work during assemblies.

| AUT 1 | AUT 2 | SP 1 | SP 2 | SUM 1 | SUM 2 |
|---------------------------|--------------|-----------------|------------------------------|-----------------|------------|
| Ludwig Van Beethoven | Scott Joplin | Ella Fitzgerald | John Williams | Evelyn Glennie | Elton John |
| Classical and Baroque era | Ragtime | Jazz | Film Scores, Classical Music | Solo Percussion | Pop |

Links to EYFS Educational Program for Music

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

MUSIC

| 0-3 years of age | 3-4 Years of age | Reception Children | ELG | Key Vocabulary |
|--|---|--|---|--|
| <p>Enjoy singing, music and toys that make sounds.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> | <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</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>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <p>banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat,</p> |

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| | Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). | Sing in a group or on their own, increasingly matching the pitch and following the melody. | | COEL Links |
| | Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | Explore and engage in music making and dance, performing solo or in groups. | | Showing a curiosity about objects, events and people |
| | Create their own songs or improvise a song around one they know. | | | Finding ways to solve problems |
| | Play instruments with increasing control to express their feelings and ideas. | | | Making links and noticing patterns in their experience |
| | | | | Making predictions |
| | | | | Developing ideas of grouping, sequences cause and effect |

SKILLS PROGRESSION

Musical Elements – Year 1 and Year 2

| Pitch | Duration | Dynamics | Tempo | Timbre | Texture | Structure |
|---|--|--|---|---|---|--|
| <ul style="list-style-type: none"> Identify high and low sounds. | <ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds. Copy simple patterns of sound of long and | <ul style="list-style-type: none"> Differentiate between loud sounds, quiet sounds and silence. | <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | <ul style="list-style-type: none"> Recognise the difference between singing and speaking. Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' | <ul style="list-style-type: none"> Recognise a song with an accompaniment and one without accompaniment. Determine one strand of music or more than one strand. | <ul style="list-style-type: none"> Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. |

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| | short duration. ■ Recognise the difference between steady beat and no beat. ■ Identify similar rhythmic patterns. | | | sounds. ■ Match selected sounds with their pictured source. ■ Explore the different kinds of sound that my singing and speaking voice can make. ■ Identify different voices by their vocal qualities. ■ Use sound words or phrases to describe selected sounds and the ways in which they are produced. | | ■ Recognise that the sections of a piece of music sound the same or different. |
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| Musical Elements – Year 3 and Year 4 | | | | | | |
|--------------------------------------|----------|----------|-------|--------|---------|-----------|
| Pitch | Duration | Dynamics | Tempo | Timbre | Texture | Structure |

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|--|---|--|--|---|---|---|
| <ul style="list-style-type: none"> ▪ Determine upwards and downwards direction in listening, performing and moving. ▪ Recognise and imitate melody patterns in echoes. ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement by step, by leaps or by repeats. ▪ Perform simple melody patterns. | <ul style="list-style-type: none"> ▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. ▪ Respond to the strong beats whilst singing. ▪ Use instruments to keep a steady beat. ▪ Hold a beat against another part. | <ul style="list-style-type: none"> ▪ Recognise differences in dynamic levels. | <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | <ul style="list-style-type: none"> ▪ Describe and aurally identify the tone colours of instruments. ▪ Compare instrumental tone colour. | <ul style="list-style-type: none"> ▪ Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. ▪ Recognise changes in texture. ▪ Identify the melodic line in a texture. ▪ Recognise rhythm on rhythm in music. ▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). | <ul style="list-style-type: none"> ▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song. ▪ Recognise the difference between the verse and refrain of a song. ▪ Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes back to melody A = ABA melody form</i>) form. |
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Musical Elements – Year 5 and Year 6

| Pitch | Duration | Dynamics | Tempo | Timbre | Texture | Structure |
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| <ul style="list-style-type: none"> ▪ Identify short phrases and long phrases. ▪ Identify the prominent melody patterns in a piece of music. ▪ Improvise a melodic pattern. ▪ Improvise a melody. | <ul style="list-style-type: none"> ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Identify a silence in a rhythmic pattern with a gesture. ▪ Create rhythmic patterns including silences and notate. ▪ Indicate strong and weak beats through movements. | <ul style="list-style-type: none"> ▪ Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). ▪ Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>). | <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | <ul style="list-style-type: none"> ▪ Identify groupings of instruments – e.g., strings, woodwind, orchestra, and rock band. ▪ Recognise the instruments heard in a piece of music. | <ul style="list-style-type: none"> ▪ Understand the process by which a round (<i>one melody, sung/played by groups starting at different times e.g., 'London's Burning'</i>) works. ▪ Identify the various and varying textures in a round. ▪ Show how rounds and canons (<i>more than one melody line</i>, | <ul style="list-style-type: none"> ▪ Identify binary and ternary form from notational devices. ▪ Identify binary and ternary form when listening. ▪ Identify rondo (a form which always returns back to the first 'A' melody line e.g., ABACADAE etc) form. |

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| | <ul style="list-style-type: none"> ▪ Recognise a metre (the way beats are grouped) of 3 or 4. ▪ Recognise a change in metre. | | | | <p><i>sung/played on top of each other by groups starting at different times e.g., 'Pachelbel's Canon') are constructed.</i></p> <ul style="list-style-type: none"> ▪ Understand how the texture might vary in a song. | |
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