

National Curriculum – Music

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 dimension 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.

Additional:

Musical Vocabulary

Music throughout history

The Orchestra and instrument families

Learning an instrument

Music theory

MUSIC OVERVIEW – Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 Pulse	To be able to show their understanding of tempo through clapping and moving our bodies	To be able to show their understanding of tempo through clapping and moving our bodies	To understand tempo in a variety of music	To understand tempo in a variety of music	To be able to create long and short sounds	To create our own piece of music using long and short sounds
Term 2 Rhythm Extra-curricular Christmas concert	To be able to tap the rhythm and pulse of a song	To understand the difference between rhythm and pulse	To join in an ensemble maintaining a rhythm or pulse	To be able to copy a rhythm and play it back	To be able to recognise changes in tempo	To play along with the rhythm of song
Term 3 Technology, structure and form	To explore and change sounds and music through play and technology	To recreate sounds to use in a song	To change sounds within music using technology	To edit the song 'Old MacDonald had a farm' using technology	To use technology to add sound effect to a story	To create sounds to accompany a story and to perform the story
Term 4 Pitch	To understand and recognise pitch	To identify high and low pitch sounds	To sing notes of different pitches	To understand and create Glissandos	To recognise and control changes in pitch vocally and when playing instruments	To compose music combining rhythm, pitch & tempo
Term 5 Voice	To understand the importance of facial and vocal warm ups	To learn to sing songs with a range of notes	To perform actions to accompany songs	To recognise high and low sounds	To sing high and low sounds	To sing high and low songs with actions for a final performance
Term 6 20th Century music Extra-curricular End of Year concert	To understand and sing a melody from a 20th century song	To sing and perform a melody from a 20th century song	To recognise differences between genres	To listen to the way songs can change and develop to suit the times	To learn a disco song from 20th Century	To perform a disco song from 20th Century

MUSIC OVERVIEW – Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 Pulse	To understand the word "pulse" and demonstrate understanding using clapping technique	To be able to respond to music using body parts.	To be able to play or sing long and short sounds	To be able to follow a pulse and perform simple rhythms	To be able to create long and short sounds	To create and perform using instruments to keep the pulse and play the rhythm
Term 2 Rhythm Extra-curricular Christmas concert	To understand the difference between rhythm and pulse	To maintain a pulse whilst performing a rhythm as a group	To understand and perform movements to indicate rest	To be able to copy a rhythm and play it back	To perform rhythms at different tempos	To play along with the rhythm of song
Term 2 IPC Topic 'Treasure Island'	<u>Music Task 1</u> -Sea Shanties <u>Music Task 2</u> – Pirates Journey (Compose) <u>Music Task 3</u> – Pirates Journey (Perform)					
Term 3 Technology, structure and form	To explore and change sounds and music through play and technology	To use technology to create and change sounds	To further develop our knowledge on editing sounds using technology	To edit the song 'Down in the Jungle'	To use technology to add sound effect to a story	To perform the story with our very own sounds
Term 4 Voice and Instrument Extra-curricular End of Year concert	To understand the importance of a vocal warm up	To learn to recognise and repeat higher and lower sounds	To understand and recognise basic graphic notation	To explore "pause" and further graphic notation	To recap pitch and explore dynamics & melody	To perform songs with a range of notes
Term 5 IPC Topic 'A Day in a Life'	<u>Music Task 1</u> – Create a Soundscape. Using tuned and untuned/voice. 'The Town' theme. <u>Music Task 2</u> – Chants. 'Jobs' theme. <u>Music Task 3</u> – Create opening music for their show. Lyrics and catchy tune					
Term 5 Pitch	To recap what pitch is and how we recognise different levels of pitch	To learn to identify high and low pitch sounds	To sing notes of different pitches	To understand and create Glissandos	To recognise and control changes in pitch vocally and when playing instruments	To compose music combining rhythm, pitch, dynamics, timbre & tempo
Term 6 20th Century music	To understand and sing a melody from a 20th century song	To recognise differences between genres	To listen to pulse in a country song and recreate in groups	To listen to the way songs can change and develop to suit the times	To learn a blues song from 20th Century	To perform a blues song from 20th Century

MUSIC OVERVIEW – Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 Pulse	To be able to sing with a good sense of pulse	To be able to respond to music using body parts.	To be able to sing with a good sense of pulse	To play with a good sense of pulse	To be able to sing, play and perform with a good sense of pulse	To create and perform a performance using instruments to keep the pulse or play a rhythm as part of a group.
Term 2 Rhythm Extra-curricular Christmas concert	To understand the difference between rhythm and pulse	To maintain a pulse whilst performing a rhythm as a group	To demonstrate understanding of rhythm	To be able to recognise and perform rhythmic patterns in songs	To perform parts of a song with a strong sense of pulse and rhythm	To perform a rhythm with confidence
Term 2 IPC Topic 'From A to B'	<u>Music Task 1</u> – Sound Effects. Use tuned and untuned percussion to create sounds of transport.					
Term 3 Technology, structure and form	To understand 4/4 time	To use technology to sequence our own patterns	To create our own piece of music as a class	To learn about musical structure	To learn how to record our own music	To edit our recorded music
Term 3 IPC Topic 'Buildings'	<u>Music Task 1</u> – 'Structure' Compose <u>Music Task 2</u> – Notation and graphic scores <u>Music Task 3</u> – Repetition. Sound to Symbol					
Term 4 Voice and Instrument Extra-curricular End of Year concert	To understand pitch and shape	To understand the difference between the pulse and the rhythm	To confidently change dynamics of a song	To understand and recognise basic graphic notation	To use "pause" in a piece of music and further explore graphic notation	To learn to sing with accuracy within a range of notes
Term 5 Pitch	To recap what pitch is and how we recognise different levels of pitch	To identify pitches when performing and playing instruments	To sing and perform notes of different pitches	To create rhythmic patterns with a variety of pitch	To use graphic notation to demonstrate changes in pitch	To compose music combining rhythm, pitch, dynamics, timbre & tempo
Term 6 20th Century music	To understand and sing a melody from a 20th century song	To identify instruments used in a 20th century jazz song	To recognise the pulse of a 20th century jazz song and play the pulse whilst singing	To recognise differences between genres	To listen to the way songs can change and develop to suit the times	To learn and perform a blues song from 20th Century
Term 6 IPC Topic 'People of the Past'	<u>Music Task 1</u> – MOZART. Respond to music. <u>Music Task 2</u> – MOZART. Communication and emotion through music. Tasks can be included during History/English.					

MUSIC OVERVIEW – Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 Pulse	To maintain a steady pulse whilst singing or playing an instrument	To maintain an ostinato for a piece of music	To show our understanding of pulse by following simple performance directions	To suggest ways to improve our own work and others work using musical vocabulary	To be able to maintain a part in a piece and respond to cues	To be able to improve my work and others work using musical vocabulary
Term 2 Rhythm and Pitch Extra-curricular Christmas concert	To understand rhythm and musical texture To understand what the word pitch means and recognise high and low sounds	To demonstrate a strong sense of rhythm and pulse To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds	To identify rhythms in songs and use these as inspiration for their own music To use graphic notation to demonstrate changes in pitch	To work as part of a group to compose a piece of music To understand "motif" and demonstrate this using percussion instruments	To add body percussion and percussion instruments into our own pieces of music To create rhythmic patterns with a variety of pitch	To perform as a group To perform compositions and offer feedback to other group
Term 3 Technology, structure and form	To understand musical form including the AB and ABC forms	To create a short piece of music using musical structure	To understand how to use music sequencing software	To use music sequencing software to create a piece of music in a given form	To edit our compositions on GarageBand	To assess a piece of music, giving comments and suggestions about the structure
Term 4 Voice Extra-curricular End of Year concert	To be able to sing accurately to a piece of music with an awareness of melody and pitch	To be able to perform following instructions: start, stop, tempo, dynamics	To perform confidently and have a clear understanding of pitch	To create your own graphic score	To create a graphic score to a familiar melody	To perform a well-known song in groups and give feedback
Term 4 IPC Topic 'Island Life'	<u>Music Task 1</u> – Listen to music from different islands around the world. <u>Music Task 2</u> – Composing using ostinato patterns <u>Music Task 3</u> – Desert Island Discs. Similarities and differences in music.					
Term 5 (a) Instrument RECORDER	Berlioz Project - Instruments of the Orchestra					
Term 5 (b) IPC Topic Music Single Subject Unit Music: Instruments	Be able to maintain their part within an ensemble performance Be able to offer an appropriate response to musical stimuli	Understand that musical elements can be combined and manipulated to create varied effects	Be able to compose and manipulate ostinatos/patterns on instruments within a given framework	Be able to manipulate musical elements to communicate a given idea Know the names of the instrumental families and some of their characteristics	Understand that music may have common elements because of where and when it was created	Be able to appraise the effectiveness of compositions and performances Understand that music is used for a variety of purposes

Term 6 20th Century music	To understand the evolution of music throughout the 20th century	To recognise differences between genres	To appreciate an array of genres and identify them	To study the music of a 20th Century band	To learn a song by a 20th Century band	To perform a song by a 20th Century band
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MUSIC OVERVIEW – Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 Pulse	To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns	To be able to perform and lead pieces in 4/4/ and 3/4 using drones, ostinato and repeating patterns	To maintain an independent part in a small group ensemble	To be able to perform a part in a group and offer improvements using technical terms	To be able to compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone, repeating patterns	To be able to offer comments for improvement about others work using musical terminology
Term 2 Rhythm and Pitch Extra-curricular Christmas concert	To identify and discuss rhythm, texture, and dynamics To understand what the word pitch means and recognise high and low sounds	To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms To understand basic musical notes and how they have different pitches	To learn a pulse then a rhythm and put them both together to create a musical texture To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch	To create ideas to compose a melody as a team, recording ideas using graphic notation	To create ideas to compose a melody as a team, recording ideas using graphic notation To be able to sing in a variety of pitches with clear diction	To add body percussion and percussion instruments into our own pieces of music To perform with clear diction with a range of pitches
Term 2 IPC Topic 'Temples, Tombs and Treasures'	<u>Music Task 1</u> – Create a musical drama to retell a story from Ancient Egypt <u>Music Task 2</u> – Create rhythms to match a character. Perform and analyse effectiveness.					
Term 3 Technology, structure and form	To identify the musical structure of a song	To use voice, sounds, and instruments in creative ways.	To recognise, respond and use basic musical structure.	To record and edit our songs	To listen to popular music and recognise structure and form	To listen to popular music and recognise structure and form
Term 4 Voice and Instrument Extra-curricular End of Year concert	To learn to sing with awareness of breathing and pronunciation	To understand arpeggios and to create harmonies	To understand pentatonic scales and to learn to sing fluently with confidence	To sing together, record our work and assess it as a class	To create melodies using pentatonic scales	To perform as an ensemble
Term 4 IPC Topic 'All Aboard'	<u>Music Task 1</u> – 'Railways' Songs influenced by transport. Looking at Jazz. Music analysis. <u>Music Task 2</u> – Using instruments to represent steam trains. Poem 'Night Mail' as stimulus. Rhythmic effects.					

<p>Term 5 Voice and Instrument</p> <p>IPC Topic Music Single Subject Unit Music: Rhythms – Samba</p>	<p>Be able to maintain their part within an ensemble performance Be able to offer an appropriate response to musical stimuli</p>	<p>Be able to perform/recreate from symbolic or staff notation</p>	<p>Be able to compose and manipulate ostinatos/patterns on instruments within a given framework</p>	<p>Know that musical notation indicates how sounds should be played Know the names of the instrumental families and some of their characteristics</p>	<p>Understand how music can drive other kinds of performance e.g. dance Understand that music may have common elements because of where and when it was created</p>	<p>Be able to appraise the effectiveness of compositions and performances</p>
<p>Term 6 20th Century music</p>	<p>To understand the evolution of music throughout the 20th century</p>	<p>To understand minimalism and listen and reflect on a piece of orchestral music</p>	<p>To compose a piece of minimalistic music</p>	<p>To create an ostinato</p>	<p>To play travelling ostinatos together as an orchestra</p>	<p>To perform minimalistic music as an orchestra</p>

MUSIC OVERVIEW – Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 Pulse	To be able to identify and play to the pulse of music	To create graphic notation to represent rhythms	To be able to independently maintain a part in a group performance	To read and play musical notation to create rhythms	To be able to help compose a group performance using either standard or graphic notation	To be able to perform a composed piece as part of a group
Term 2 Rhythm and Pitch Extra-curricular Christmas concert	To learn to identify a range of different notes To explore sound and understand the meaning of pitch	To play a rhythm and identify the timbre of sounds To play a piece of music with a variety of pitches	To understand and play rhythms in different time signatures over different genres To play a piece of music with a variety of pitches, playing two notes at a time	To compose a melody as a team, recording ideas using graphic notation To learn what a harmony is and demonstrate harmonies in different pitches	To add body percussion and percussion instruments into our own pieces of music To learn understand what a chord is and be able to play G and D chords	To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm To confidently play chords C and G and amazing grace on either keyboard, piano or guitar
Term 3 Technology, structure and form / Voice	To identify the musical structure of a song.	To use voice, sounds, and instruments in creative ways.	To identify how structure can organise sounds and how it can be used to create a particular effect on the listener	To compose a piece of music using technology	To identify the musical structure of a song and use this to help compose a piece of music.	To identify the musical structure of a song and use this to help compose a piece of music.
Term 3 IPC Topic 'The Great, The Bold and The Brave'	<p><u>Music Task 1</u> – Greek theatre. Add a Greek chorus to History task.</p> <p><u>Music Task 2</u> – Greek myths. Create a scene from a Greek myth, with emotion to communicate a story.</p> <p><u>Music Task 3</u> – Compare and contrast Holst 'The Planets' with David Bowie's 'Space Oddity'. Represent a Greek God through music.</p>					
Term 4 Instrument Drumming /Percussion IPC Topic Music Single Subject Unit Music: Ensemble Play and Compose	Be able to fulfil their role when performing with others, following conductor cues Be able to accurately perform/recreate musical phrases from staff notation and develop their own interpretation	Understand that musical elements can be combined and manipulated to create a specific effect Be able to compose melodic phrases using a specified scale	Be able to manipulate musical elements when creating an extended composition Know the names of different note values in standard notation	Be able to use principles of staff notation Be able to discuss musical elements and the effects that they create	Know the classifications of families and the instruments attributed to them	Understand why sounds and instruments are chosen to communicate creative intent

Term 5 Voice	To create sounds and interpret a graphical score using our voices	To work with others to maintain an independent singing part	To understand line and space notes on graphic scores	To follow a graphic notated score to sing an independent part	To create a group performance following sheet music	To create a group performance.
Term 6 20th Century music Extra-curricular End of Year concert	To understand the evolution of music throughout the 20th century	To understand minimalism and listen and reflect on a piece of orchestral music	To compose a piece of minimalistic music	To create an ostinato	To play travelling ostinatos together as an orchestra	To perform minimalistic music as an orchestra

MUSIC OVERVIEW – Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1 – 5 30 Weeks Learn to play an instrument - ukulele	MusicPlus Digital Interactive online scheme of work from KentMusic					
Term 1 Pulse	To be able to maintain a strong pulse and recognise when going out of time	To be able to play rhythms while maintaining a pulse	To be able to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)	To be able to maintain a strong sense of pulse and understand body percussion	To be able to maintain a strong pulse and recognise when going out of time	To be able to maintain a strong pulse and recognise when going out of time
Term 2 Rhythm and Pitch Extra-curricular Christmas concert	To interpret and play a graphic score To recap what pitch is and understand "motif"	To create a piece of Music with awareness of timbre and texture To understand differences in the characters in a piece of music	To perform a piece of Music with awareness of timbre and texture To demonstrate understanding of Pitch	To create ideas to compose a melody as a team, recording ideas using graphic notation	To add body percussion and percussion instruments into our own pieces of music To be able to play arpeggios and know what Motifs/Leitmotifs are	To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm To compose music combining rhythm, pitch, dynamics, timbre & tempo
Term 3 IPC Topic '900 CE'	Music Task 1 – West African history and musical influence. Singing and storytelling.					
Term 3 Technology, structure and form	To experiment with voice and create music which demonstrates an understanding of structure.	To identify the musical structure of a song.	To compose a piece of music using technology	To explore how musical structure can be used to create a particular effect on the listener	To manipulate and create sounds in a creative way using technology.	
Term 4 Voice and Instrument IPC Topic Music Single Subject Unit Music: African Rhythms	Be able to sing songs with expression and audience awareness Be able to fulfill their role when performing with others, following conductor cues	Be able to accurately perform/recreate musical phrases from staff notation and develop their own interpretation	Be able to use principles of staff notation	Understand that there are features and conventions most associated with particular styles and genres	Be able to critique the effectiveness of performances	Understand that music can be linked to cultural identity

		Know the names of different note values in standard notation				
Term 4 IPC Topic 'Earth as an Island'	<u>Music Task 1</u> –Music from different African countries. Compare to other areas of the world (Caribbean, South East Asia, Scotland) Influences. <u>Music Task 2</u> – Research an Island's music Tasks can be included during History/English / Geography.					
Term 5 Voice and Instrument	To understand the difference between monophonic and homophonic textures	To read graphic scores and perform them with confidence	To create their own graphic scores and perform them	To understand pitch and refine sound and pitch in their voice	To be able to maintain a part in an ensemble	To be able to offer self improvement and constructive feedback to peers
Term 6 20 th Century music	To understand the evolution of music throughout the 20th century	To study a 20th Century band and appreciate their music	To learn the lyrics of the song "Yesterday" by the Beatles	To learn how to play "Yesterday" by the Beatles on the glockenspiel	To add in percussion instruments to the performance and rehearse	To perform a song by a 20th Century band

MUSIC OVERVIEW – Example of progression throughout the school

	Unit 1 - Pulse	Unit 2 - Rhythm	Unit 3 - Pitch	Unit 4 – 20th Century music	Unit 5 - Voice	Unit 6 – Technology, structure and form
Reception	To be able to follow a pulse and perform simple rhythms	To be able to tap the rhythm and pulse of a song	To identify high and low pitch sounds	To sing and perform a melody from a 20th century song	To perform actions to accompany songs	To explore and change sounds and music through play and technology
Year 1	To create and perform using instruments to keep the pulse and play the rhythm	To maintain a pulse whilst performing a rhythm as a group	To sing notes of different pitches	To listen to the way songs can change and develop to suit the times	To explore "pause" and further graphic notation	To use technology to add sound effect to a story
Year 2	To be able to sing, play and perform with a good sense of pulse	To be able to recognise and perform rhythmic patterns in songs	To create rhythmic patterns with a variety of pitch	To recognise the pulse of a 20th century jazz song and play the pulse whilst singing	To understand and recognise basic graphic notation	To learn how to record our own music
Year 3	To be able to maintain a part in a piece and respond to cues	To add body percussion and percussion instruments into our own pieces of music	To understand "motif" and demonstrate this using percussion instruments	To appreciate an array of genres and identify them	To create a graphic score to a familiar melody	To use music sequencing software to create a piece of music in a given form
Year 4	To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns	To learn a pulse then a rhythm and put them both together to create a musical texture	To understand basic musical notes and how they have different pitches	To understand minimalism and listen and reflect on a piece of orchestral music	To create melodies using pentatonic scales	To listen to popular music and recognise structure and form
Year 5	To be able to independently maintain a part in a group performance	To understand and play rhythms in different time signatures over different genres	To learn what a harmony is and demonstrate harmonies in different pitches	To play travelling ostinatos together as an orchestra	To create a group performance following sheet music	To compose a 12-bar blues song
Year 6	To be able to sing / play regular (2/4 , ¾, 4/4) and irregular (7/4, 5/4)	To create ideas to compose a melody as a team, recording ideas using graphic notation	To compose music combining rhythm, pitch, dynamics, timbre & tempo	To learn how to play "Yesterday" by the Beatles on the glockenspiel	To understand pitch and refine sound and pitch in their voice	To manipulate and create sounds in a creative way using technology.

