

Music Curriculum Overview



This Curriculum Overview shows what your child will learn in Music during their time at The Free School Norwich. This is reviewed annually and may be adapted to meet the needs of individual children or classes, and where appropriate, will be linked to events or places in our local environment.

Key Stage 1 Music (Year 1 & Year 2)					
Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p>Listening/Appraising</p> <p>Music for celebration and communication.</p> <p>Music: 1st year Harvest around the world 'Nsa We' (Ugandan harvest song) Macka B's cucumber Rap and 'Michelmas Daisies' English Hymn. 2nd year Music for celebration 'Music for the Royal Fireworks' by George Handel.</p>	<p>Singing</p> <p>Music at Christmas.</p> <p>Music: A selection of traditional and modern Christmas carols from around the world.</p>	<p>Listening/Appraising and Performing</p> <p>Musical genres.</p> <p>Music: 1st year – Jazz and Rock. 2nd year – Samba. A varied selection from both genres (genres can change each year to give a broad curriculum) incorporating music in same genre from different countries. Genres to incorporate a diverse range of composers and musicians</p>	<p>Performing</p> <p>Instruments of the Orchestra.</p> <p>Music: Classical music – 1st year 'The Planets' by Gustav Holst. 2nd year 'Animals of the Carnival' by Camille Saint-Saens (2nd year programme).</p>	<p>Composing</p> <p>Musical patterns.</p> <p>Music: Compositions created by pupils – interchangeable themes: to accompany a story, a themed soundscape eg. the beach, the train station.</p>	<p>Singing</p> <p>Musical storytelling</p> <p><i>Incorporating ideas from Royal Opera House's KS1 Learning and Participation programme.</i></p> <p>Music: Operatic scores 1st year 'Hansel and Gretel' by Engelbert Humperdinck and 2nd year 'The Magic Flute' Mozart.</p>
<p>Sequence:</p> <p>To listen to pieces of music and identify the mood or theme.</p> <p>To interpret the meaning of lyrics.</p> <p>To recognise different dynamics in music.</p>	<p>Sequence:</p> <p>Learn a melody and copy pitch.</p> <p>Explore the structure of a song.</p> <p>Sing together in time and copy rhythms.</p>	<p>Sequence:</p> <p>To describe the features of jazz/rock/samba music.</p> <p>To explore the history of (set genre/s)</p> <p>To use instruments and voice to experiment with musical styles.</p>	<p>Sequence:</p> <p>To identify instruments in an orchestra</p> <p>To compare different pieces of music in the same repertoire.</p> <p>To interpret orchestral music.</p>	<p>Sequence:</p> <p>To improvise using voice and instruments.</p> <p>To create music responding to a theme.</p> <p>To sequence a pattern of pitches.</p>	<p>Sequence:</p> <p>To learn the plot of a story and use voice to show character and mood.</p> <p>To use your voice expressively by changing dynamics and tempo.</p> <p>Sing as an ensemble.</p>

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<p>To recognise different tempos in music. To listen and copy the pitches and rhythm. To present a piece of music to an audience and discuss it.</p> <p>Vocabulary: <i>Dynamics, Tempo, Rhythm, Beat, Pitch, Pulse, mood, lyrics, composer, ascending, descending, higher, lower.</i></p>	<p>Sing with different dynamics and tempo. Sing with expression. Sing to an audience.</p> <p>Vocabulary: <i>Carols, traditional, chorus, verse, repetition, call and response, melody, pitch, musical phrase, structure, rhythm, counts, beat, high, low, dynamics, Piano, forte, moderato, tempo, lento, presto, crescendo, decrescendo, pause, staccato, legato, sustaining.</i></p>	<p>To perform a musical story that showcases set genres.</p> <p>Vocabulary: <i>Genre (eg. Jazz, Rock, Samba) improvisation, legato, staccato, scat singing, rests (pauses), steady pulse, acoustic, electric, ostinato, melodic percussion, non-melodic percussion, Syncopation.</i></p>	<p>To play live instruments. To compose and perform our own interpretation (eg. planet earth).</p> <p>Vocabulary: <i>Themes, orchestra, brass, woodwind, percussion, strings, conductor, composer.</i></p> <p><i>Specific instrument names: flute, clarinet, trombone, trumpet, double bass, cello, violin, viola, kettle drum.</i></p>	<p>To sequence a rhythmical pattern. Use simple symbols to show musical patterns. To work with others to create a group composition. Explore ways that musical compositions can be recorded for future performers.</p> <p>Vocabulary: <i>Composition, symbols, Improvisation, ascending, descending, sequence, repeating, rhythm, pitch.</i></p>	<p>Accompany singing with tuned and untuned instruments.</p> <p>Vocabulary: <i>Opera, Soprano, Alto, Storytelling, Vocal, pitch, musical phrase, solo, ensemble, dynamics, tempo.</i></p>
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Year 1 National Curriculum Links

Listening and Appraising	Singing	Listening and Appraising	Performing	Composing	Singing
<p>Begin to identify higher and lower pitches between a choice of two notes.</p> <p>Begin to identify higher and lower pitches, loud and quiet dynamics. Hear a rhythm and play it back.</p>	<p>Sing simple songs from memory with a range of mi-so.</p> <p>Sing collectively and develop pitch mimicry to sing the same note.</p>	<p>Share knowledge and understanding of the stories, history and context of the music they are listening to. Listen to recorded performance and experience live music making.</p>	<p>Explore sounds on different instruments to enhance storytelling or building a theme.</p> <p>Follow pictures and symbols to guide eg. 4 dots = 4 taps on the drum.</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli eg. a rainstorm or a train journey. Combine to make</p>	<p>Sing collectively and develop pitch mimicry to sing the same note.</p> <p>Respond to simple visual directions and be able to count in. Sing a wide range of call and response songs.</p>

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<p>Listen to recorded performance and experience live music making.</p>	<p>Respond to simple visual directions and be able to count in.</p> <p>Sing a wide range of call and response songs.</p> <p>Control vocal pitch and match pitch with accuracy.</p>		<p>Perform short copycat rhythm patterns accurately.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p>	<p>a story, choosing and playing instruments.</p> <p>Compose rhythm and pitch patterns and understand the difference.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Recognise how simple graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>Control vocal pitch and match pitch with accuracy.</p>
		Performing	Listening and Appraising		Performing
		<p>Play short-pitched patterns on melodic percussion instruments.</p> <p>Perform short copycat rhythm patterns accurately.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar</p>	<p>Explain the different sections of the orchestra.</p>		<p>Perform short copycat rhythm patterns accurately.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p>

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		<p>crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>			
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Year 2 National Curriculum Links

Listening and Appraising	Singing	Listening and Appraising	Performing	Composing	Singing
<p>Share knowledge and understanding of the stories, history and context of the music they are listening to.</p> <p>Develop identification of higher and lower pitches between a choice of three notes.</p> <p>Recognise dynamics from a range of styles of music</p>	<p>Sing with increasing vocal control and be able to accurately pitch.</p> <p>Understand the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g.</p>	<p>Develop listening to dynamics and recognising loud and quiet dynamics from a range of styles of music.</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat/pulse of a listening piece by tapping or clapping and recognising tempo and tempo changes.</p> <p>Know the difference between left and right to support walking in time to the beat of a piece of music and performing shared movements to develop musicality.</p> <p>Begin to group beats in twos and threes by tapping knees on the first</p>	<p>Copy a leader and read and respond to chanted rhythm patterns. Represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Recognise and write dot notation and match it to 3-note tunes played on tuned percussion.</p>	<p>Sing with increasing vocal control and be able to accurately pitch.</p> <p>Understand the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p> <p>Play a range of singing games based on the cuckoo interval (so-mi, matching voices accurately. Respond independently to pitch changes heard in short</p>

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	stand up/sit down, hands high/hands low). hands high/hands low).		(strongest) beat and clapping the remaining beats. Copy a leader and read and respond to chanted rhythm patterns. Represent them with stick notation including crotchets, quavers and crotchets rests. Recognise dot notation and match it to 3-note tunes played on tuned percussion.		melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).
		Performing	Listening and Appraising		
		Mark the beat/pulse of a listening piece by tapping or clapping and recognising tempo and tempo changes. Perform shared movements to develop musicality. Identify beat groupings and begin to group beats in twos and threes by tapping knees on the first (strongest) beat and	Explain the positions of the different sections of the orchestra (where they sit and why). Identify instrument families by listening.		

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		clapping the remaining beats.			
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Lower Key Stage 2 Music (Year 3 & Year 4)					
Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p>Listening/Appraising</p> <p>Musical Origins</p> <p><i>Music: 1st year exploration of a particular genre eg. Brass Bands (use of brass across the world and history of the brass band) 2nd year exploration of early and Ancient Music around the world.</i></p>	<p>Singing</p> <p>Music at Christmas</p> <p><i>Music: A range of traditional and modern Christmas carols and music including Hank Beebe's 'A Christmas Round', 'Past three O'clock' traditional ¾ time song. Free School Norwich's own repertoire: 'Chocolatey Christmas' and 'Wondrous Winter'.</i></p>	<p>Listening and Appraising</p> <p>Music from around the world</p> <p><i>Music: from African countries featuring Miriam Makeba, Hugh Masekela, King Sunny Ade, music from India featuring Ravi Shankar, music from Italy featuring Giacomo Puccini, Ludovico Einaudi and Antonio Vivaldi.</i></p>	<p>Performing</p> <p>Whole class instrument learning (Ukulele)</p> <p><i>Music: A range of simple songs to play on the ukulele.</i></p>	<p>Composing</p> <p>Collaborative compositions</p> <p><i>Music: Composed by pupils.</i></p>	<p>Performing</p> <p>Whole class instrument learning (Recorder).</p> <p><i>Music: A range of simple songs to play on recorder.</i></p>
<p>Sequence: Listen and respond to music from a genre/early and Ancient musical instruments. Research a genre of music/early and ancient music – look at geography/historical context. Explore instruments from a particular genre/time period of music (play, listen, study, label).</p>	<p>Sequence: Tunefully sing a melody with accurate pitch and pitch leaps. Sing in a round and explore structural features in songs (eg. song order, repetition and different parts). Explore rhythm in singing and sing songs in different time signatures. Sing expressively and follow directions for getting</p>	<p>Sequence: Listen and respond to a musical style traditional to a country or continent. Research the history of music traditions in a particular country (African countries, India or Music from Australia). Explore and play instruments from around the world.</p>	<p>Sequence: Explore a ukulele (hold, tune, strum, pluck) and learn 2 chords. Develop chord playing and chord changes. Switch between two to three chords to play a simple accompaniment to a song melody. Follow notation to play a simple chord progression. Play the ukulele with developing expression,</p>	<p>Sequence: Improvise compositional responses to stimuli using melodic and non-melodic percussion. Structure musical ideas using echo and response. Identify the structural components of a musical composition and create your own (can be in</p>	<p>Sequence: Improvise melodies on a recorder (exploring the instrument and experimenting with pitch and rhythm). Learn 3 notes on a recorder and develop fingering to progress from one note to the next. Copy and learn melodic phrases with accuracy.</p>

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<p>Explore styles and articulation choices of music from a particular genre/period. Compare one type of music with another. Compare a similar style of music played differently in different countries.</p> <p>Vocabulary: brass, ancient, banda, salvation army, contrast, marching band, valve, major, minor, mouthpiece, bell. Instruments (brass band): Horn, trumpet, tuba, cornet, trombone, Guiro, tambora.</p> <p>Instruments (early and ancient music) Lute, Goblet drum, Castanets, Harp, Lyre, Organ, Harpsichord, Viol, Didgeridoo, Seed rattle, Clapstick.</p>	<p>quieter and louder (crescendo, decrescendo). Add layers of articulation to singing to build texture (eg. multiple voices, very simple harmonies, legato/staccato exploration).</p> <p>Vocabulary: texture, harmony, structure, articulation, legato, staccato, time signature, crotchets, minims, quavers, waltz, march, dynamics, forte, piano, crescendo, decrescendo.</p>	<p>Compare and contrast musical styles from different countries. Make our own instruments influenced by musical instruments from a particular country and musical style.</p> <p>Vocabulary: traditional, historical, major, minor, geographical, afropop, jazz, blues, xhosa, jugalbandi (duet), Bollywood. Instruments: Mbira, Djembe, Marimba, Sitar, Tabla, Mridangam.</p>	<p>exploring tempo and rhythm.</p> <p>Vocabulary: chords, chord change, chord progression, melody, notation, pluck, strum, major, minor. Melody, accompaniment, frets, fretting.</p>	<p>response to stimuli – a narrative, a theme, a film). Notate musical compositions. Use computer software to practice compositional ideas. Perform and recall compositional learning.</p> <p>Vocabulary: ternary structure, ABA, composition, rhythm, pitch, contrast, improvise, staccato, legato, lento, adagio, moderato, allegretto, vivace, presto, accelerando, decelerando.</p>	<p>Follow notation to play a simple melody. Play the recorder with developing expression, exploring dynamics and tempo.</p> <p>Vocabulary: melodic phrases, trios, quartets, stave, clef, allegro, adagio, crotchets, paired quavers, melody, accompaniment, treble clef, base clef.</p>
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Year 3 National Curriculum Links

Listening and Appraising	Singing	Listening and Appraising	Performing	Composing	Performing
Share knowledge and understanding of the stories, history and context	Sing a widening range of unison songs of varying	Use listening skills to correctly order phrases using dot notation, showing	Develop facility in playing a melodic instrument.	Develop more complex improvisation using voices,	Play and perform melodies following staff notation using a small range (e.g.

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<p>of the music they are listening to.</p> <p>Identify different pitches accurately. Have a secure knowledge of instrument families to recognise when listening to music. Identify solo playing and more than one instrument/voice.</p> <p>Identify dynamics and use musical vocabulary to describe as <i>forte</i> and <i>piano</i>.</p> <p>Walk, move, clap or play a steady beat with others, changing the speed as the tempo of the music changes. Playback rhythms and identify rhythms within multi-layered music.</p> <p>Listen to recorded performances and experience live music making.</p>	<p>styles and structures with a pitch range of do–so.</p> <p>Sing tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Perform as a choir in school assemblies.</p>	<p>different arrangements of notes C-D-E/do-re-mi.</p> <p>Share knowledge and understanding of the stories, history and context of the music they are listening to.</p> <p>Have a secure knowledge of instrument families to recognise when listening to music. Identify solo playing and more than one instrument/voice.</p> <p>Identify dynamics and use musical vocabulary to describe as <i>forte</i> and <i>piano</i>.</p> <p>Walk, move, clap or play a steady beat with others, changing the speed as the tempo of the music changes. Playback rhythms and identify rhythms within multi-layered music.</p> <p>Listen to recorded performances and experience live music making.</p>	<p>Play and perform melodies following a written piece of music using a small range (e.g. chords of C, D, G).</p> <p>Play at different speeds; allegro and adagio, fast and slow.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note/chord.</p>	<p>melodic and non-melodic percussion.</p> <p>Inventing short ‘on-the-spot’ responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re and mi/ C, D, E).</p> <p>Compose song accompaniments on untuned percussion.</p> <p>Begin to write crotchets, paired quavers and minims and understand their values.</p>	<p>chords of C-E, Do-mi) as a whole class and in small groups (eg. trios and quartets).</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Read notation and begin to understand placing on the staff lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p>
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Year 4 National Curriculum Links

Listening and Appraising	Singing	Listening and Appraising	Performing	Composing	Performing
<p>Identify different pitches and predict instruments playing the sound.</p> <p>Recognise the pulse of a piece of music.</p> <p>Identify <i>staccato</i> and <i>legato</i> articulation when listening to music.</p> <p>Recognise getting louder <i>crescendo</i> and getting softer <i>decrescendo</i>.</p> <p>Begin to identify major and minor keys in different musical pieces.</p>	<p>Sing a broad range of unison, round and partner songs with the range of an octave (do-do) and pitch the voice accurately.</p> <p>Follow directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>).</p> <p>Sing songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part (eg. a drone) to introduce vocal harmony.</p>	<p>Identify different pitches and predict instruments playing the sound.</p> <p>Recognise the pulse of a piece of music.</p> <p>Identify <i>staccato</i> and <i>legato</i> articulation when listening to music.</p> <p>Recognise getting louder <i>crescendo</i> and getting softer <i>decrescendo</i>.</p> <p>Begin to identify major and minor keys in different musical pieces.</p>	<p>Play and perform accompaniments as well as some melodies (using plucking).</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture.</p>	<p>Improvise with a range of 5 pitches and play on an instrument taught in whole class provision.</p> <p>Make use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>).</p> <p>Make compositional decisions on pitch rises and falls, rhythms and overall structure.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-</p>	<p>Play and perform melodies following staff notation using a small range (e. Middle C-G/do-so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (C-G/do-so). Follow and perform simple rhythmic scores to a steady beat: maintain individual</p>

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				<p>beat phrases, arranged into bars.</p> <p>Compose music to create a specific mood, for example accompanying a short film clip.</p> <p>Play a variety of instruments to expand scope and range of sound palette available for composition work.</p> <p>Capture and record compositions using graphic symbols, rhythm notation, time signatures on staff notation and technology.</p>	<p>parts accurately within the rhythmic texture.</p>
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Upper Key Stage 2 Music					
Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p>Listening and Appraising</p> <p>Musical connections and changes through history</p> <p><i>Music: 1st year Historical changes in music from the Renaissance to Contemporary. 2nd year Musical genres and styles. Pupils develop their own musical tastes and discernment.</i></p>	<p>Singing</p> <p>Music at Christmas</p> <p><i>Music: A range of traditional and modern songs and carols from around the world including 'Do you hear what I hear?' by Noel Regney and Gloria Shayne and 'Carol of the Bells'/'Shchedryck' by Mykola Leontovych, performed in English and Ukrainian.</i></p>	<p>Listening and Appraising</p> <p>Singing</p> <p>Performing</p> <p>Focusing on a genre (Opera)</p> <p><i>Music: Year 1 The Magic Flute by Mozart Year 2 Carmen by Bizet.</i></p>	<p>Performing</p> <p>Whole class instrument learning (Recorder/Ukulele).</p> <p><i>Music: A range of songs incorporating 3 chords or more on Ukulele.</i></p>	<p>Composing</p> <p>Melodies and accompaniments.</p> <p><i>Music: Created by pupils.</i></p>	<p>Composing</p> <p>Sound editing</p> <p><i>Music: Created by pupils.</i></p>
<p>Sequence:</p> <p>Listen and analyse music from a particular period/genre. Compare two different styles of music and discuss musical structures, themes, instruments and dynamic similarities/differences. Research the Renaissance/Baroque/Romantic/Classical musical eras and present your findings.</p>	<p>Sequence:</p> <p>Learn melodic phrases to develop pitch awareness and accuracy within a do-do range. Explore structural devices within songs and discuss their effects. Compare songs with different time signatures and sing a range of rhythmical patterns (including syncopated rhythms).</p>	<p>Sequence:</p> <p>Research the history of Opera and storytelling through music/music as theatre. Explore a plot and generate musical ideas for how to interpret/express it. Listen to and analyse the songs in a story, describing the style, structure, instruments and other musical features.</p>	<p>Sequence:</p> <p>Recall instrument chords/notes and how to create a pleasing sound. Develop chord progression on an instrument by looking at triads. Play melodies and accompanying phrases on an instrument. Follow notation fluently and broaden repertoire of pieces to play on instrument.</p>	<p>Sequence:</p> <p>Explore patterns of pitch and rhythm to create a simple melody in a major key. Develop an accompaniment to your melody, using triad chords. Structure musical ideas to create a ternary piece that has a contrasting section. Convert your major composition to a minor key.</p>	<p>Sequence:</p> <p>Experiment with sound software to compose a melody and accompaniment. Manipulate sound effects to vary pitch and rhythmical patterns. Compose a piece with multiple parts/voices/instruments. Listen to musical ideas and suggest compositional edits and improvements.</p>

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<p>Create a musical archive to showcase your musical tastes and feature genres and artists explored this topic. Develop a musical timeline through history, marking significant periods of music, composers and influential events.</p> <p>Vocabulary: genres, traditions, context, renaissance, baroque, modern, contemporary, classical, romantic, blues, jazz, salsa, samba, rock, folk, solo, ensemble, syncopation, verses, chorus, fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano, articulation, staccato, legato, andante, allegro, Prezzo, moderato, lento, accelerando, rallentando.</p>	<p>Choose how to articulate a song to build texture and expression, making group decisions and experimenting through voice.</p> <p>Vocabulary: phrasing, pitching, style, triads, chord progression, harmony, discreet parts, soprano, alto, tenor, bass.</p>	<p>Use musical articulation to express a character and move a plot along. Develop an operatic voice and perform multiple parts for the same piece of music.</p> <p>Vocabulary: Opera, musical contrast, texture, soprano, alto, bass, tenor, staccato, legato, fortissimo, pianissimo, mezzo forte (moderately loud) and mezzo piano (moderately quiet), accelerando, rallentando.</p>	<p>Vocabulary: Ukulele, recorder, treble clef, bass clef, melody, accompaniment, chords, chordal, acoustic, notation, stave, block chords, bass line, note values, equivalent rests.</p>	<p>Develop articulation and layering to enhance compositional ideas. Notate musical compositions and work with others to present/perform to an audience.</p> <p>Vocabulary: Composition, improvisation, drone, melodic, percussive, musical groove, melodic shape, major key, minor key, chordal, ternary structure.</p>	<p>Vocabulary: Sound editing, audio, layering, texture, arrangement, notation, loops, multiplicity, split, blend.</p>
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Year 5 National Curriculum Links

Listening and Appraising	Singing	Listening and Appraising	Performing	Composing	Composing
<p>Share knowledge and understanding of the stories, history, traditions and context of the music they are listening to.</p> <p>Identify different pitches, recognise solo and more than one instruments/voice and predict instruments playing the sound.</p> <p>Recognise the pulse of a piece of music and walk, move, clap or play a steady beat with others, changing the speed as the tempo of the music changes. Hear and playback a range of rhythms and begin to recognise syncopated rhythms.</p> <p>Identify the verses and chorus within a piece of music.</p>	<p>Sing a broad range of songs with a sense of ensemble and performance. Sing with the range of an octave (do-do). Observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Develop understanding of triads and chord progression to aid singing in harmony.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Recognise soprano and bass voices. Identify <i>staccato</i> and <i>legato</i> articulation when listening to music.</p> <p>Identify a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Listen to recorded performances and experience live music making.</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. Pupils initially play as part of a whole class and with greater independence gained each lesson through smaller group performance.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</p>	<p>Develop improvisation skills using an increasing range of pitches. Improvise freely over a drone, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. Enhance melodies with rhythmic or chordal</p>	<p>Use computer technology to develop compositions, enhancing melodies with a rhythmic or chordal accompaniment. Use computer software to respond to a beat and create a satisfying melodic shape.</p> <p>Experiment with dynamics and use technology to increase the range of instruments and textures possible.</p> <p>Capture and record compositions using technology and notation.</p>

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<p>Identify <i>staccato</i> and <i>legato</i> articulation when listening to music.</p> <p>Identify a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Listen to recorded performances and experience live music making.</p>			<p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Read notation and further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 signatures.</p> <p>Read and perform pitch notation within an octave (C-C/do-do). Read and play short, rhythmic phrases at sight.</p>	<p>accompaniment. Compose a short ternary piece.</p> <p>Compose music to evoke a specific mood or to accompany a silent film/scene in a story.</p> <p>Capture and record compositions using time signatures and staff notation and technology.</p>	
		Singing			KS2 Computing Link
		<p>Develop an extended singing repertoire and sense of ensemble and performance. Sing with the range of an octave (do-do). Observing phrasing, accurate pitching and appropriate style.</p>			<p>Learners will draw on the creative content skills: Identifying the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will use Audacity, which will include editing their work, adding multiple</p>

Music Curriculum Overview



		<p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Develop understanding of triads and chord progression to aid singing in harmony.</p> <p>Perform a range of songs in school assemblies and in school performance.</p>			<p>tracks, and opening and saving the audio files.</p>
		Performing			
		<p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</p> <p>Read notation and further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 signatures.</p>			

Music Curriculum Overview



Year 6 National Curriculum Links

Listening and Appraising	Singing	Listening and Appraising	Performing	Composing	Composing
<p>In addition to year 5 curriculum expectations, identify a wider range of articulation including. Getting faster (accelerando), getting slower (rallentando). Identify ternary form structure and the verses and chorus within a piece of music. Discuss how musical contrasts are achieved.</p>	<p>In addition to year 5 expected curriculum, sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Sing a range of an octave (do-do). Observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing three and four part rounds or partner songs. Sing in harmony and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school</p>	<p>In addition to year 5 curriculum expectations, recognise soprano, alto and bass voices. Identify a wider range of articulation including. Getting faster (accelerando), getting slower (rallentando). Identify ternary form structure and the verses and chorus within a piece of music. Discuss how musical contrasts are achieved.</p>	<p>In addition to curriculum expectations in year 5, play a range of dynamics - very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Accompany melodies using block chords or a bass line using keyboards/online keyboards, tuned percussion.</p> <p>Engage with others through ensemble playing, taking on melody or accompaniment roles.</p> <p>In addition to reading and understanding differences between note values, also understand their equivalent rests.</p> <p>Further develop the skills to read and perform pitch</p>	<p>Improvise solo and as part of an ensemble, improvising over drones and simple grooves.</p> <p>Develop a chordal accompaniment by choosing appropriate triads to accompany a melody.</p> <p>Create music that includes repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or</p>	<p>In addition to year 5 curriculum expectations, develop a chordal accompaniment using sound technology to record and edit appropriate triads. Create music with multiple sections and parts - utilizing technology to open compositional possibilities. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Experiment playing the melody using a wide range of instruments and recording this as well as experimenting with multiple digital sounds</p>

Music Curriculum Overview



	performance opportunities and to a wider audience.		notation within an octave (C-C/ do-do). Read and play confidently from rhythm notation cards and rhythmic scores. Read and play from notation a four-bar phrase, confidently identifying note names and durations.	orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Enhance melodies with rhythmic or chordal accompaniment.	
		Singing			
		In addition to year 5 expected curriculum, sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Sing a range of an octave (do-do). Observe rhythm, phrasing, accurate pitching and appropriate style. Sing three and four part rounds or partner songs. Sing in harmony and experiment with positioning singers randomly within the group			

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		<p>– i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>			
		Performing			
		<p>In addition to year 5 curriculum expectations, play and perform in a range of dynamics - very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Accompany melodies using block chords or a bass line using keyboards/online keyboards, tuned percussion.</p> <p>Engage with others through ensemble playing, taking on melody or accompaniment roles.</p>			