

## Music Curriculum Overview

	Autumn	Spring	Summer
EYFS	<p><b><u>My musical classroom</u></b></p> <p>The term begins with activities perfect for getting the class <b>settled into school life</b>. The children will learn <b>simple welcome songs</b> and have fun working as a class to create <b>simple actions to accompany songs and nursery rhymes</b>. They will learn to <b>follow musical instructions and explore creative movement</b> – jumping like a jack-in-the-box or dancing like a rock 'n' roll teddy bear. Active listening activities are used throughout the term and the <b>children will experience a range of music</b> from West African dance to the sound of Norwegian ice instruments. As the term progresses, they will learn to recognize <b>simple classroom percussion instruments and compare their sounds</b>. They will compose <b>simple sound sequences</b> and represent them using objects and pictures.</p>	<p><b><u>Musical patterns and performing</u></b></p> <p>This term begins with activities designed to get children <b>recognizing musical patterns</b> in songs and music. They will <b>add actions</b> to match song lyrics, <b>play listening games</b> to develop recall of sound sequences, and <b>have fun exploring music-and-movement patterns</b> through songs such as <i>The Mouse And The Giant</i>. The children will develop their <b>recognition of classroom percussion instruments</b>, using them to play <b>simple accompaniments</b> and <b>simple rhythm patterns</b>. They will also begin to explore ways to <b>change sounds</b> and create <b>simple patterns</b>, e.g. playing loudly, quietly, slowly or quickly. Composing music inspired by <b>transport, machines and robots</b> provides an opportunity to explore <b>descriptive sounds</b> and to develop an understanding of pictorial notations. From 'Fossils' (<i>Carnival Of The Animals</i> by Saint-Saëns) to <i>Don't Stop Me Now</i> (Freddie Mercury), every lesson has an <b>active listening activity</b>, providing the children with regular opportunities to <b>experience music through movement, dance, art or role-play</b>. Children will learn a simple performance.</p>	<p><b><u>Sound stories</u></b></p> <p>This term begins with <b>opportunities to tell playful stories</b> using voices and tuned instruments. Heading outdoors is encouraged with <b>musical storytelling</b> inspired by the natural environment. From sound sticks to journey sticks, the children will learn to <b>create musical patterns</b>, using natural objects as a musical score. Listening choices also reflect the outdoors theme – the perfect opportunity to <b>learn about instruments made from wood</b> such as the didgeridoo, the log drum, the courting flute and temple blocks. An introduction to <b>musical timbre</b> is explored through fairy-tale characters as the children learn to <b>associate characters with instruments</b>. They will explore the effect of <b>layering instrumental sounds</b>, developing an understanding of <b>musical texture</b>. The story theme continues as children learn to use <b>simple sound effects and pictorial notation</b> to accompany a story or song. The children will <b>retell The Three Billy Goats Gruff</b>.</p>
1	<p><b><u>Move to the beat – exploring pulse and rhythm</u></b></p> <p>For children to understand pulse, they need to <i>feel</i> it. This term, the children will <b>learn to recognize pulse</b>, matching movements to music. They will <b>explore percussion instruments</b> and perform simple instrumental accompaniments to familiar songs. The children will progress to <b>copying and creating simple rhythm patterns</b>, eventually using <b>simple graphic notations</b> to represent these sounds. Throughout the term, they will be <b>introduced to a range of music</b> and <b>create simple choreography</b> for music such as <i>Radetzky March</i> by Strauss and <i>Mattachins</i> by Peter Warlock, as well as learning about <b>different dance traditions</b> such as South African Gumboot Dancing and North Indian Kathak Dance.</p>	<p><b><u>Exploring sounds</u></b></p> <p>This term, the children will be <b>exploring how sounds can be produced</b> in different ways using <b>voices</b> and <b>instruments</b>. They will <b>listen to a variety of music</b> including <i>Flight Of The Bumblebee</i> and <i>William Tell Overture</i>, and will begin to recognize how composers use <b>dynamics, tempo and timbre</b> to <b>bring a character or theme to life</b>. They will learn to <b>sing simple songs</b> as a class, adding <b>facial expressions and actions</b> to enhance a performance. The children will <b>explore song lyrics</b> and use these as a basis for their <b>own compositions</b>. Working as a class and in small groups, they will <b>compose short sound sequences</b> to tell a story or reflect a character and <b>perform these to each other</b>. They will learn to <b>follow musical instructions</b> and <b>invent their own musical notation</b> to represent a sequence of sounds.</p>	<p><b><u>WCET – Glockenspiels</u></b></p> <p>This term, the children will be learning how to play the glockenspiels. They will learn how to hold the beaters correctly and how to strike the notes on the glockenspiel to produce the best sound. The children will begin to learn simple notation including quavers, crotchets and minims and understand that each of these notes lasts for a different amount of time. The children will learn about the interrelated dimensions of pulse, rhythm and pitch and will learn to play together as an ensemble. They will learn to follow a conductor to help them stay in time with the music. The children will learn to play songs with 4 beats in a bar and with three beats in a bar and will learn about performance etiquette.</p>
2	<p><b><u>WCET – Ukulele</u></b></p> <p>This term, the children will learn what a ukulele is and where it originates from. They will learn the parts of a ukulele, how it is tuned and how to hold and play the ukulele using both plucking and strumming techniques.</p>	<p><b><u>Time to play – exploring pulse and rhythmic patterns</u></b></p> <p>From body percussion to disco music, this term <b>develops children's understanding of pulse and rhythm</b>. The term begins with songs and activities to get children performing</p>	<p><b><u>Musical moods and pictures</u></b></p> <p>This term, the children will learn how <b>songs</b> and <b>music</b> can <b>communicate different moods</b></p>

	<p>They will learn how to play both the chords C and C7 and learn to read ukulele TAB.</p> <p>They will learn the interrelated dimensions of pulse, rhythm, pitch and duration.</p> <p>They will learn to play a range of pieces in different styles and will practise and perform them as an ensemble.</p>	<p>together rhythmically. The children will <b>perform actions and movements to a steady pulse</b> and play <b>simple musical passing games</b>. They will learn songs such as <i>March To The Beat</i> to explore the <b>difference between pulse and rhythm</b>, and <b>investigate different ways to play rhythms</b>, varying instrumental timbre and dynamics.</p> <p>Working as a class and in small groups, the children will <b>learn to play a simple accompaniment to a song or poem</b>, selecting suitable sounds and timbre. They will learn to <b>create simple four-beat rhythms</b> and represent these using <b>graphic notations</b> such as Beat Monsters.</p>	<p><b>and emotions</b>. They will investigate different ways to <b>express the mood of a song</b> by adding <b>facial expressions</b> and <b>changing the timbre and dynamics</b> of their voice. They will develop their understanding of <b>musical mood</b> through simple songs, where they will be introduced to <b>major and minor tonality</b>.</p> <p>Throughout the term, the children will listen and talk about a <b>wide variety of music</b> including <i>Can-Can</i> from <i>Orpheus in the Underworld</i> by Offenbach and <i>Fanfarras Cabua-Le-Le</i> by Sergio Mendes/Carlinhos Brown. They will learn to represent the sounds they hear using <b>graphic symbols and musical doodles!</b></p> <p>Working as a class and in small groups, they will <b>compose and improvise music</b> on the theme of weather. They will learn to <b>give musical instructions</b>, taking the role of a <b>conductor</b> in a <b>small group performance</b>. They will <b>create descriptive sounds</b> inspired by a song and <b>create a simple soundscape</b>.</p>
3	<p><b>WCET – Ocarina</b></p> <p>This term, the children will learn what an ocarina is and where it originates from. They will learn the parts of an ocarina, how to hold it and how to play it using the correct blowing and tonguing techniques as well as making sure their fingers cover the holes completely.</p> <p>They will learn how to read ocarina notes and how to read staff notation. They will learn about quavers, crotchets, minims and semibreves and understand that these notes last for different amounts of beats. They will learn a range of songs in different styles and time signatures. They will learn to play and perform together as an ensemble and will learn about stage etiquette.</p>	<p><b>Painting pictures with sound</b></p> <p>Whether <b>performing actions to match dynamics</b> in Beethoven's <i>5th Symphony</i> or <b>creating doodles in response</b> to Vivaldi's <i>Winter</i> from <i>The Four Seasons</i>, this term begins with activities designed to help children <b>identify and describe the ingredients (dimensions) that make up music</b>. The children will <b>explore instruments</b>, learning about <b>instrumental timbres</b> associated with <b>different countries</b> and use this knowledge to <b>create simple accompaniments to songs</b> such as <i>We're Going Round The World</i>. As the term moves on, the children will learn how to <b>vary the dimensions of music to evoke mood and atmosphere</b>. They will <b>create suitable music to accompany song lyrics and poetry</b>, as well as <b>improvising a musical phone call</b> to express a suggested mood!</p> <p>The term ends with <b>composing music inspired by stories and settings</b>. The children will create and organize <b>layers of musical sound</b> to create interesting <b>textures</b> and have fun representing these sounds using <b>different forms of notation</b> such as <b>storyboards</b> and <b>composition wheels</b>.</p>	<p><b>Sing, play, notate</b></p> <p>Whether it's hopping, leaping, ascending or descending, this term begins with <b>songs and activities to get children listening and describing pitch and melody</b>. Using their voice as an instrument, they can <b>create simple soundscapes</b> and <b>develop solo singing</b> with songs such as <i>The Losing Things Song</i>.</p> <p>The children will learn to represent melodies from songs such as <i>Healthy Heart</i> and <i>Un, Deux, Trois</i>, exploring <b>different forms of graphic notation such as dots, coins and pipe cleaners</b>.</p> <p>As the term moves on, the class will develop their knowledge of the <b>pentatonic scale</b>, singing songs and working in small groups to <b>compose and improvise simple melodies</b>.</p> <p>The term ends with an <b>opportunity to learn about performance</b>. They will listen and compare versions of music such as <i>March Of The Trolls</i> by Grieg or <i>There's No Business Like Show Business</i> by Irving Berlin, learning how music can be arranged for different instruments and voices. They will also have an opportunity to perform to others</p>

<p>4</p>	<p><b><u>Playing with rhythm – playing together and rhythmic structures</u></b></p> <p>This term the children will <b>rustle up rhythm pizza</b> and <b>beatbox with Beardyman!</b> Beginning with activities to get children <b>performing together rhythmically</b>, the children will learn to follow musical instructions and experience how it feels to be the conductor! Throughout the term, the children will develop their <b>knowledge of rhythmic notation</b> and use movement to express these concepts. They will have fun exploring songs such as <i>Harvest Samba</i> and will learn how music can be built by <b>combining layers of rhythm</b>. Developing <b>ensemble skills</b> is a key focus and the children will learn to stick to their own part in a group as well as thinking about ways to improve their group performances. The term ends with children <b>composing music within a rhythmic framework</b> with a selection of activities to choose from – the children can write new lyrics to a song, explore rhythm grid notation and create a class composition using rhythmic motifs.</p>	<p><b><u>Musical contrasts</u></b></p> <p>Staccato or legato, forte or piano, major or minor - this term is all about <b>musical contrasts</b>. Beginning with songs and activities which explore different <b>instrumental timbres</b>, the children will <b>learn how instruments can be grouped and classified</b> in different ways. They will <b>listen</b> to music such as <i>The Young Person's Guide To The Orchestra</i> by Benjamin Britten and <b>identify orchestral families</b> (i.e. string, woodwind, brass, percussion). They will also <b>learn to identify changes in tonality</b> through singing songs such as <i>The King's Feelings</i>, as well as developing recognition of <b>major and minor chords</b> through <b>simple listening games</b>. <b>Playing together as an ensemble</b> is a key focus for the term. The children will learn to <b>lead and follow musical instructions</b> and understand the importance of <b>keeping an eye on the conductor!</b> They will <b>explore contrasts</b> between <b>staccato and legato articulation</b> when singing and playing and learn to <b>vary dynamics, tempo, timbre and pitch</b> through a <b>Kandinsky-inspired improvisation</b>. The children will end the term by developing their understanding of <b>musical structure</b>. They will <b>create music in AB or rondo form</b> and <b>explore motifs</b> with a game of <b>Musical Top Trumps</b></p>	<p><b><u>WCET – Ukulele</u></b></p> <p>This term the children will recap their knowledge of what a ukulele is, where it originates from and how to tune it, hold it and play it using strumming and plucking techniques. Children will build on their prior learning by learning new chords and exploring a wider range of repertoire. They will recap the chords of C and C7, how to read ukulele TAB and learn the chords of F and Am. They will play a wide range of songs from different genres and with differing time signatures. They will perform together as an ensemble and learn about stage etiquette.</p>
<p>5</p>	<p><b><u>Music and words</u></b></p> <p>This term is all about <b>music and words</b>. The children will brush up their Italiano, improvise musical conversations, scat like Ella Fitzgerald and compose music inspired by poetry. Songs such as <i>Music Italiano</i> and <i>I'll Sing This Song</i> will teach the class to <b>recognise the inter-related dimensions of music</b> as well as develop their understanding of <b>Italian musical vocabulary</b>. Through creative listening activities, the children will learn to represent expressive features of music in a <b>graphic score</b> and then <b>use musical vocabulary to describe their creations</b>. <b>Improvisation skills</b> will be developed through call-and-response activities where the children will create rhythmic and melodic patterns to a four-beat pulse. From the <b>classical cadenza</b> to the <b>Be-bop scat</b> of Ella Fitzgerald, the children will also develop an understanding of how improvisation has been used throughout <b>musical history</b>. Learning about <b>musical styles</b> such as <b>jazz</b>, the class have an opportunity to find out about <b>influential musicians</b> such as Louis Armstrong, and of course, it's the perfect reason to sing songs written in 'jazzy' style such as <i>Jazz Is Cool</i>, <i>In The Band</i> and <i>Shoo-Be-Doo-Ah</i>. The children will end the term by <b>creating music</b> inspired by lyrics, words and poetry, exploring techniques to</p>	<p><b><u>WCET – Recorders</u></b></p> <p>This term, the children will learn how to hold the recorder correctly and with good posture and how to produce a reliable sound through good embouchure, blowing and tonguing correctly. They will begin by singing and playing simple tunes using B, A and G and learn to recognise simple rhythms and pitches learned from notation. They will improvise a short response over 4 beats and copy back rhythms and simple melodies over 4 beats within the pitches learned. They will then increase pitch range to include high C and D and low E and learn to control sound without squeaking through blowing and tonguing correctly. They will sing and play simple tunes and/or rounds in two parts and play pieces in a range of time signatures.</p>	<p><b><u>Song ingredients – exploring melody, harmony and lyrics</u></b></p> <p>This term, the children will learn about the key ingredients used in songs: <b>rhythm, melody, harmony and lyrics</b>. They will begin to learn rounds and part songs such as <i>School Is Nearly Over</i> and <i>I Got A Little Dog</i> and identify how <b>layers of melody can be combined</b> to create a <b>polyphonic texture</b>. They will identify these features in music from the past and present, listening to <b>traditional songs</b> such as <i>Frère Jacques</i> and <i>Three Country Dances In One</i>, alongside <b>contemporary music</b> created and performed with a loop pedal. As the term progresses, they will <b>develop their understanding of intervals, scales and chords</b> and learn to <b>notate pitches</b> using staff and letter notation. <b>Playing together as an ensemble remains a key focus</b> and they will accompany song melodies using <b>chords, drones and basslines</b>. The term ends by <b>exploring the songwriting process</b>. The children will learn how songs can reflect the time and place in which they are written, and may be sung to mark a social or cultural occasion. The <b>children will write their own song</b> inspired by the structure of <i>Take A Major Scale</i>, <b>compose a school jingle</b> and collaborate to <b>write a song to celebrate their school</b></p>

	<p>establish <b>mood and atmosphere.</b></p>		<p><b>community.</b></p>
<p><u>6</u></p>	<p><b><u>We've got rhythm - Rhythmic devices and structure</u></b></p> <p>The term begins with an <b>exploration of time signatures.</b> Through songs and collaborative rhythm games, the class will get a feel for 6/8 rhythms and learn to identify changes in time signature and musical style in the song <i>Take Five Styles</i>. <b>Performing rhythms expressively</b> is a focus for the term and the children will explore <b>rhythmic poems and songs</b> such as <i>Plastic Wrap</i> and <i>1066 Rap</i>. They will experiment with <b>vocal and instrumental effects</b> by varying articulation, dynamics and timbre and learn to identify these features when <b>listening to each other perform.</b> Throughout the term, the children will <b>listen to rhythms from around the world</b> such as djembe drumming from West Africa, Latin American rhythms such as tango, salsa and samba and Konnokal from South India. Using songs as inspiration, the children will <b>learn to play polyrhythms</b> and <b>experiment with creating different polyrhythmic textures.</b> The term ends by <b>capturing rhythmic ideas in a musical structure.</b> The children will write a short rap, choreograph a routine with plastic cups and create a 16-beat (four bar) body percussion break to accompany the song, <i>Fiesta!</i></p>	<p><b><u>WCET – Ukulele</u></b></p> <p>This term the children will recap their knowledge of what a ukulele is, where it originates from and how to tune it, hold it and play it using strumming and plucking techniques. Children will build on their prior learning by learning new chords and exploring a wider range of repertoire. They will recap the chords of C, C7, F and Am, how to read ukulele TAB and learn the chords of G, G7, D and D7. They will play a wide range of songs from different genres and with differing time signatures. They will perform together as an ensemble and learn about stage etiquette.</p>	<p><b><u>Celebrating songs</u></b></p> <p>Whether they are listening out for that <b>catchy hook</b>, performing a <b>chord progression</b>, or <b>composing the next hit song</b>, this term the children will develop their knowledge of <b>song ingredients.</b> The children will learn how composers <b>use the dimensions of music to communicate the message of a song</b> as well as <b>identify structural features</b> such as verse, chorus and bridge. As the term progresses, they will learn to <b>identify and describe melodic patterns and sequences</b> in songs, playing them by ear on melodic instruments. They will learn to identify <b>chromatic melodies</b> with songs such as <i>Happiness is Not...</i> and <b>compose and notate simple melodies</b> inspired by <i>Ring Out The Bells</i> and <i>London Bells</i>. <b>Ensemble playing remains a key focus</b> and the children will develop their understanding of chords, learning to <b>play simple chord progressions and basslines</b> to accompany songs such as <i>This Is The Blues</i> or <i>When We Celebrate</i>. Throughout the term, the children will <b>listen to a range of music</b> from protest songs to royal fanfares and <b>understand how composers find their inspiration</b> from specific events and situations in the world. The term ends by <b>creating music for a specific occasion.</b> The children will write a song of celebration, a leavers song or a school fanfare.</p>