



Music Curriculum Overview 2023-24

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	<p>Theme: Knowledge and understanding of the world- Ourselves.</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen and Respond Explore and Create - initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform <p>Knowledge: Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.</p>	<p>Theme: Knowledge and understanding of the world-Festivals</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen and Respond Explore and Create - initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform <p>Knowledge: Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.</p>	<p>Theme: Knowledge and understanding of the world-Buildings</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen and Respond Explore and Create - initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform <p>Knowledge: Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.</p>	<p>Theme: Knowledge and understanding of the world- Transport</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen and Respond Explore and Create - initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform <p>Knowledge: Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.</p>	<p>Theme: Knowledge and understanding of the world-Growth/Minibeasts</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen and Respond Explore and Create - initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform <p>Knowledge: Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.</p>	<p>Theme: Knowledge and understanding of the world-The Great Outdoors</p> <p>Skills:</p> <ul style="list-style-type: none"> Listen and Respond Explore and Create - initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform <p>Knowledge: Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.</p>
	1	<p>Theme: Composing music from different cultures (Peru)</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, musical patterns. Create short, rhythmic phrases. Identify the beat of a tune. 	<p>Theme: Christmas production</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Use voices expressively Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p>Knowledge:</p>	<p>Theme: Sea Shanties (composition)</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. 	<p>Theme: New Life Celebration, Easter</p> <p>Skills:</p> <ul style="list-style-type: none"> Experiment, create, select Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Clap rhythms. Sequence sounds to create an overall effect. Use symbols to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<p>Theme: Your Imagination (Charanga)</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect.



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	<ul style="list-style-type: none"> Recognise changes in dynamics and pitch. <p>Knowledge: To understand how the pulse, rhythm and pitch work together.</p>	<p>Begin to understand the importance of working together as part of a group and how the musical outcomes are of higher quality when doing so.</p>	<ul style="list-style-type: none"> Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p>Knowledge: Begin to understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated.</p>	<p>Knowledge: To consider the mood of the melody and words</p>	<ul style="list-style-type: none"> Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p>Knowledge: To know that music has a steady beat (pulse); that we can create rhythms from words.</p>	<ul style="list-style-type: none"> Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p>Knowledge: To understand how the pulse, rhythm and pitch work together.</p>
2	<p>Theme: Hands, Feet and Heart</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. 	<p>Theme: Christmas production – Ho Ho Ho</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Create short, musical patterns. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p>Knowledge:</p>	<p>Theme: Charanga – I wanna play in a band</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<p>Theme: Charanga - Zootime</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. 	<p>Theme: Charanga – Friendship song</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Choose sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. <p>Knowledge:</p>	<p>Theme: Charanga: Reflect, rewind, replay, Composition Thank you service songs</p> <p>Skills:</p> <ul style="list-style-type: none"> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.



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	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. <p>Knowledge: To begin to identify features of music from another culture.</p>	<p>To understand the importance of working together as part of a group and how the musical outcomes are of higher quality when doing so.</p>	<p>Knowledge: To understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated.</p>	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. <p>Knowledge: To know that pitch is the high and low sounds that we add to pulse and rhythm when we sing/play an instrument.</p>	<p>Know that music has a steady beat (pulse); that we can create rhythms from words or improvise our own rhythms.</p>	<p>Knowledge: To know that compositions can be notated in different ways, using graphic / pictorial notation, video, ICT.</p>
3	<p>Asia: Strings (OCMS)</p> <p>Europe: Theme: Let Your Spirit Fly (Charanga) (Composition)</p> <p>Skills:</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose a simple melody using simple rhythms and use it as part of the performance. Create repeated patterns with a range of instruments. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To know that a composition is music that is created by you and kept in some way. It's like</p>	<p>Asia: Strings (OCMS)</p> <p>Europe: Theme: Glockenspiel (Charanga) Christmas Production</p> <p>Skills:</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: To understand that there are different ways of recording</p>	<p>Asia: Strings (OCMS)</p> <p>Europe: Theme: 3 Little Birds (Charanga) (Composition)</p> <p>Skills:</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: To understand that there are different ways of recording</p>	<p>Europe: Strings (OCMS)</p> <p>Asia Theme: Let Your Spirit Fly (Charanga) (Composition)</p> <p>Skills:</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose a simple melody using simple rhythms and use it as part of the performance. Create repeated patterns with a range of instruments. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To know that a composition is music that is created by you and kept in some way. It's like</p>	<p>Europe Strings (OCMS)</p> <p>Asia Theme: Glockenspiel (Charanga)</p> <p>Skills:</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: To know how good technique for singing (posture, breath</p>	<p>Europe: Strings (OCMS)</p> <p>Asia Theme: 3 Little Birds (Charanga) (Charanga) (Composition)</p> <p>Skills:</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Compose and perform melodic songs. Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: To understand that there are different ways of recording</p>



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	<p>writing a story. It can be played or performed again to your friends.</p>	<p>To know how good technique for singing (posture, breath control) improves performance.</p>	<p>compositions (letter names, symbols, audio etc.)</p>	<p>writing a story. It can be played or performed again to your friends.</p>	<p>control) improves performance.</p>	<p>compositions (letter names, symbols, audio etc.)</p>
4	<p>Theme: Mama Mia (Charanga)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your</p>	<p>Theme: Blackbird (Charanga)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: Understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and</p>	<p>Theme: Don't Stop Believin' (Rock Anthem) (Charanga)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge:</p>	<p>Theme: Production Performance</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: To sing songs and melodies considering how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song</p>	<p>Theme: Glockenspiel stage 2 (Charanga)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: To know the difference between pulse and rhythm and be able to keep the internal</p>	<p>Theme: Lean on Me (Charanga)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. <p>Knowledge: To use correct musical language to describe the</p>



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	friends.	projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of a higher quality.	To understand how the different dimensions of music are interrelated.	to how the music sounds ie start to think musically.	pulse. To make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	music you are listening to and your feelings towards it.
5	<p>Theme: Opera and Music of Italy. Harvest song English National Opera Finish This! Composition</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: Increasingly securely / confidently recognise / identify different style indicators and different instruments and their sounds.</p>	<p>Theme: English National Opera Finish This! Composition</p> <p>Skills:</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT or with formal notation if appropriate.</p>	<p>Theme: Composing and Chords Oliver! – link to Victorians</p> <p>Skills:</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.</p>	<p>Theme: Singing and Performance Year 5/4 production – The key master</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Create repeated patterns with a range of instruments. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: Practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented.</p>	<p>Theme: Freedom to Improvise</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: Listen with growing concentration to a variety of music from different styles, traditions and times and place the music in its historical context.</p>	<p>Theme: Battle of the Bands!</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice.</p>



Music Curriculum Overview 2023-24

6	<p>Theme: Music and Technology</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Theme: Developing Ensemble Skills</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Create repeated patterns with a range of instruments. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To understand what it means to sing in unison. To know how to sing the song in its original style and the Urban Gospel version.</p>	<p>Theme: Creative Composition</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Create repeated patterns with a range of instruments. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</p>	<p>Theme: Musical Styles Connect Us</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Create repeated patterns with a range of instruments. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To play differentiated parts with a sound-before-symbol approach or using the notated scores. Build on understanding the basics and foundations of formal notation - an introduction.</p>	<p>Theme: Improvising with Confidence</p> <p>Skills:</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose a simple melody using simple rhythms and use it as part of the performance. • Create repeated patterns with a range of instruments. • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: To recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.</p>	<p>Theme: Summer Production</p> <p>Skills:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <p>Knowledge: Practise, rehearse and present performances with more understanding and awareness of an audience and their needs.</p>
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