

St Bartholomew's C of E Primary School Music Curriculum Overview



Year 1		
Autumn	Spring	Summer
<p>Topic: <u>Topic overview</u></p> <p>This term should focus on singing. Learning songs, singing with a group and even singing alone to the rest of the class. The children should also have access to instruments to build on what they have learned in Reception. This should be a focus on untuned instruments.</p> <p>The children should also take part in the Christmas Production. This can be practiced in the music slots each week. Children should be encouraged to play the instruments during the performance.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term should be to develop the children's use of instruments. Every lesson should have the instruments out and available for the children to play, both the untuned instruments box and the single octave glockenspiels. Children should be encouraged to compose their own songs and riffs to play with in the class and on their own. Every child should have opportunity to use, play and share the instruments in every lesson.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term is to consolidate the learning from the previous terms and to start the transition into the learning for year 2. Instruments should be available in every lesson for the children to play. All children should be encouraged to play and share their instruments.</p>
<p><u>Vocabulary to be taught in Year 1:</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing.</p>		
<p><u>Skills taught in Year 1:</u></p> <p>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words I can describe music and express my feelings and opinions through various means eg words, thumbs up I can sit silently with an instrument and can perform to people I don't know I can keep a steady pulse and play at different speeds I can copy a simple rhythm and can differentiate between pulse and rhythm I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps I can control changes in tempo with my body, and instruments, e.g. faster/slower I can control changes in dynamics with my voice and instruments, e.g. louder/quieter I can choose and order sounds and patterns and use pictures to represent the sounds I can differentiate between long and short sounds and use them when composing, notating my patterns I can choose sounds to represent ideas (eg shakers for leaves falling off a tree)</p>		

Year 2		
Autumn	Spring	Summer
<p>Topic: <u>Topic overview</u></p> <p>This term should continue to focus on singing. Learning songs, singing with a group and even singing alone to the rest of the class. The children should also have access to instruments to build on what they have learned in Year 1. This should be a focus on untuned instruments. Children should be able to play along with a tune, changing the beat and rhythm to suit the song. Children should be using more musical vocabulary to describe songs, including how a song is made up. The children should also take part in the Christmas Production. This can be practiced in the music slots each week. Children should be encouraged to play the instruments during the performance.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term should be to develop the children's use of tuned instruments. Every lesson should have the instruments out and available for the children to play, both the untuned instruments box and the chromatic glockenspiels. Children should be encouraged to compose their own songs and riffs and to compose in a group, to play with in the class and on their own. Children should use a range of pictorial and letters to write their ideas and music down to create their own piece of music consisting of tuned and untuned instruments. Every child should have opportunity to use, play and share the instruments in every lesson.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term is to consolidate the learning from the previous terms and to start the transition into the learning for year 3. Instruments should be available in every lesson for the children to play. All children should be encouraged to play and share their instruments. Children should also be encouraged to compose in most lessons, tuned or untuned. Children should gain confidence in writing and playing their own compositions within groups and on their own, creating sound-scapes and accompaniment to Charanga songs.</p>
<p><u>Vocabulary to be taught in Year 2:</u> Year 1: Revision: Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing. Year 2: Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison.</p>		
<p><u>Skills taught in Year 2:</u> I can use internalization (the thinking voice) with some accuracy and control. I can practice and refine performances in groups and as a class I can listen to music with increasing discernment saying what I like and dislike about it I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse I can perform simple accompaniments (including use of rhythmic ostinato) to a melody and give thought to the meaning / mood I can suggest and control changes to performances and compositions by using the opposites (faster/slower, louder/quieter, higher/lower) I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree) I can use words / pictures / symbols to represent sounds and create rhythm patterns I can create and perform simple melodies using two tones on a tuned instrument I can compose in a small group with other children</p>		

Year 3		
Autumn	Spring	Summer
<p>Topic: <u>Topic overview</u></p> <p>This term should continue to focus on singing. Learning songs, singing with a group and even singing alone to the rest of the class. Children should have access to the chromatic glockenspiels as well as untuned instruments to play along with any songs that are being learned. Children should have the chance to compose their own tunes and rhythms to build on what they learned in Year 2. Children should be using more musical vocabulary to describe songs from the list of musical vocabulary. They should also start to recognise groups of instruments and how the orchestra is made up, eg woodwind, percussion etc. and be able to describe in detail how a song is made up, eg chorus, verse, etc.</p> <p>The children should also take part in the Christmas Production. This can be practiced in the music slots each week. Children should be encouraged to play the instruments during the performance.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term should be to develop the children's use of tuned instruments and to play in an ensemble with other children. Boomwhackers should be used during this term. They can be used in line with Charanga to allow the children to continue to learn the glockenspiel and learn new songs. Charanga lessons should have the instruments out and available for the children to play, both the untuned instruments box and the chromatic glockenspiels. Children should be encouraged to compose their own songs and riffs and to compose in a group, to play with in the class and on their own. Children should use a range of pictorial and letters to write their ideas and music down to create their own piece of music consisting of tuned and untuned instruments. Every child should have opportunity to use, play and share the instruments in every lesson.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term is to consolidate the learning from the previous terms and to start the transition into the learning for Year 4. Instruments should be available in every lesson for the children to play. All children should be encouraged to play and share their instruments. Children should also be encouraged to compose in most lessons, tuned or untuned. Children should gain confidence in writing and playing their own compositions within groups using a variety of notes and jumps. Boomwhackers can be revisited to allow children to compose using a different instrument and achieve different outcomes.</p>
<p><u>Vocabulary to be taught in Year 3:</u></p> <p>Year 1: Revision: Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing. Year 2 Revision: Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison. Year 3: A Capella, Arrangements, Backing, Bridge/Middle 8, Chord, Disco, Folk, Funk, Harmony, Ostinato, Outro, Pop, Producer, Rapping, Reggae, Structure/form/shape,</p>		
<p><u>Skills taught in Year 3:</u></p> <p>I can sing in tune with expression (using dynamics, phrasing) I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction) I can listen to short extracts and respond to specific questions, eg about the genre, structure I can recognise families of instruments and ensembles – orchestra, choir, etc I can create and perform simple rhythmic and melodic patterns as part of a team I can perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line) I can improve my own work stating how it has been improved using musical vocabulary I can share ideas and listen to others when working on a composition I can explore and create melodies that use steps and leaps and a wider range of notes I can select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful</p>		

Year 4		
Autumn	Spring	Summer
<p>Topic: <u>Topic overview</u></p> <p>This term in an introduction to the recorder for the children to learn the first 5 notes and play them in songs. It should also build on their learning from year 3 in terms of discussing and evaluating music. Music time should also be used for the Christmas production. Performers could and should be encouraged to play their instruments within these Christmas performances.</p> <p>Charanga – Mama Mia! Children should be able to play along with the song using their recorders. Top performers can also learn the notes top C and D to play along with the melody of the tune.</p> <p>Charanga – Blown away, Recorder Book 1. – 1st 3 lessons, Introducing B, A and G.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term is to continue to develop the playing of the recorder. Children should be able to play a continuous scale of C on their recorders. Children should also continue to develop their composition skills, using a variety of instruments and notations to create pieces of music to accompany the song focus. Every lesson, children should have their recorders available, as well as glockenspiels and the percussion box.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term is to consolidate the learning of the previous 2 terms. Children should keep playing their recorders in every lesson. The Charanga unit of blown away recorder should be used to allow children to play all the songs in the unit. Children should also continue to develop their composition skills, using a variety of instruments and notations to create pieces of music to accompany the song focus. Every lesson, children should have their recorders available, as well as glockenspiels and the percussion box.</p>
<p><u>Vocabulary to be taught and revisited in Year 4:</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing, Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison, A Capella, Arrangements, Backing, Bridge/Middle 8, Chord, Disco, Folk, Funk, Harmony, Ostinato, Outro, Pop, Producer, Rapping, Reggae,</p>		
<p><u>Skills taught in Year 4:</u></p> <p>I can use an extended musical vocabulary to express personal taste</p> <p>I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms</p> <p>I can sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g. partner songs and 2 part rounds</p> <p>I can set a starting pitch for a song</p> <p>I can carry on if I make a mistake in a performance</p> <p>I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time</p> <p>I can recognize ensembles (orchestra, choir, etc) and identify families of instruments and world instruments (wind, brass, African drums etc)</p> <p>I can perform by ear and by using forms of notation</p> <p>I can create my own ostinati and riffs (rhythmic and melodic) and play them in time with others in a group</p> <p>I can improvise a rhythm over a steady pulse</p> <p>I can show an understanding of scales in my compositions and performances, e.g. pentatonic, blues etc</p> <p>I can both be in charge of a group, and take directions when working on a composition</p>		

Year 5		
Autumn	Spring	Summer
<p>Topic: <u>Topic overview</u></p> <p>This term should also build on their learning from year 4 in terms of discussing and evaluating music. Children should be able to have autonomy to choose instruments to play within the music lessons. Children should also have time to compose and perform their own compositions using a variety of instruments. Music time should also be used for the Christmas production. Performers could and should be encouraged to play their instruments within these Christmas performances.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term is to develop children's composition skills. The children should be given opportunity to use a variety of musical notation and dynamics to create music to suit different moods. Compositions should become more complex, using a background percussion line with a melody played over it. Children should work in groups to develop ensemble playing and be able to suggest improvements to create a more complex piece of music. There should be a full range of instruments available in every lesson and a variety of scores and musical notation grids for the compositions.</p>	<p>Topic: <u>Topic overview</u></p> <p>The focus of this term is to consolidate the learning of the previous 2 terms. Children should have access to all the instruments available to them. Working in groups, the children should be able to create music with a theme and demonstrate their knowledge of music within their compositions. Using more complex musical notation, the children should create music with multiple layers, including a backing track and a melody. The children should also listen to a continuing variety of music and be able to talk confidently, using musical vocabulary to explain their likes and dislikes of the music.</p>
<p><u>Vocabulary to be taught and revised in Year 5:</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing, Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison, A Capella, Arrangements, Backing, Bridge/Middle 8, Chord, Disco, Folk, Funk, Harmony, Ostinato, Outro, Pop, Producer, Rapping, Reggae,</p>		
<p><u>Skills taught in Year 5:</u></p> <p>I can sing or play expressively to a variety of audiences in different types of venue (e.g. Town Hall) I can lead a group by counting in, beating time etc I can tap a pulse in different metres (2, 3, 4, 5) I can compare music of contrasting styles and genres using appropriate vocabulary I can use an octave to compose and improvise melodies I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not I understand the concept of, and use, the 'home note' when composing I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions I can use a graphic score with a more complex texture I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape I can plan a composition, alone or in a group, and monitor its development</p>		

Year 6		
Autumn	Spring	Summer
<p>Topic: <u>Topic overview</u></p> <p>This term should also build on their learning from year 5 in terms of discussing and evaluating music. Music time should also be used for the Christmas production. Performers could and should be encouraged to play their instruments within these Christmas performances. Children should have access to glockenspiels, recorders and percussion in every lesson and should be encouraged to play an instrument of their own choice to create music. Compositions should also be a big part of the learning. Children should work in groups and individually to create music alongside the music being learned.</p>	<p>Topic: <u>Topic overview</u></p> <p>Children should be working on longer compositions. They should use instruments of their own choice to play and create music on different levels. Garageband should be used to allow children to create a backing track to play an instrument over the top. Children should be encouraged to use more technical ways of writing music, including musical staves.</p>	<p>Topic: <u>Topic overview</u></p> <p>This term should be a consolidation of all the previous learning. Children should have access to all the instruments used within the school to be able to create songs and perform them. Children should be given more autonomy of their own learning to prepare them for music in the secondary environment of learning. Children should be able to confidently perform in front of their peers, either singing or playing an instrument. Children should also be able to critically analyse music from all genres, including naming the parts of the orchestra and how the dimensions of music are used within performances to create mood and feelings.</p>
<p><u>Vocabulary to be taught and revised in Year 6:</u></p> <p>Pulse, Rhythm, Pitch, Tempo, Call and Response, Classical Music, Dynamics, Lyrics, Melody, Original, Texture, Verse, Chorus, Performing, Riff, Appraising, Balance, Band, Blues, Composing, Improvise, Introduction, Notation, Phrase, Style, Rock, Timbre, Unison, A Capella, Arrangements, Backing, Bridge/Middle 8, Chord, Disco, Folk, Funk, Harmony, Ostinato, Outro, Pop, Producer, Rapping, Reggae,</p>		
<p><u>Skills taught in Year 6:</u></p> <p>I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction When singing, I can maintain my own part with accurate pitch whilst hearing other parts I can listen to longer extracts and describe using knowledge of inter-related dimensions of music I can use the inter-related dimensions to improve the quality of my performances when singing or playing I can play in an ensemble, taking an individual part and showing an awareness of balance I can recover from mistakes in a performance I can understand and use chords in sequences I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy I can use the inter-related dimensions to improve the quality of my compositions I can create and perform more complicated rhythms (semiquavers, syncopation), aurally and from notations I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music I can recognise and use simple staff notation</p>		