



Unity Academy  
Music Curriculum  
Nursery - Year 11  
2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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R	<p><b>Unit: Me!</b></p> <p>Learn to sing nursery rhymes and action songs: Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught A Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>	<p><b>Unit: Nativity</b></p> <p>Learn to sing nursery rhymes and action songs: I'm A Little Teapot</p> <p>The Grand Old Duke Of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>	<p><b>Unit: Everyone!</b></p> <p>Learn to sing nursery rhymes and action songs: Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You're Happy And You Know It</p> <p>Head, Shoulders, Knees and Toes</p>	<p><b>Unit: Our World</b></p> <p>Learn to sing nursery rhymes and action songs: Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p>	<p><b>Unit: Big Bear Funk</b></p> <p>Learn to sing nursery rhymes and action songs: Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p>	<p><b>Unit: Your Imagination</b></p>
<ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> </ul>						

	<ul style="list-style-type: none"> <li>● Embedding foundations of the interrelated dimensions of music</li> <li>● Learning to sing or sing along with nursery rhymes and action songs</li> <li>● Improvising leading to playing classroom instruments</li> <li>● Singing and learning to play instruments within a song</li> <li>● Share and perform the learning that has taken place</li> </ul>					
Year 1	<p><b>Unit:</b> Hey You!</p> <p><b>Style:</b> Old-School Hip Hop</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p><b>Unit:</b> Christmas</p> <p>Listen to and follow musical instructions from a leader</p> <p>Learn to start and stop singing when following a leader.</p>	<p><b>Unit:</b> Rhythm In The Way We Walk and Banana Rap</p> <p><b>Style:</b> Reggae, Hip Hop</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Take it in turns to improvise using one or two notes</p>	<p><b>Unit:</b> In The Groove</p> <p><b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p> <p>To confidently sing or rap five songs from memory and sing them in unison</p>	<p><b>Unit:</b> Round And Round</p> <p><b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Learn the names of the instruments they are playing.</p> <p>Take it in turns to improvise using C or C and D</p> <p>To confidently sing or rap five songs from memory and sing them in unison</p>	<p><b>Unit:</b> Your Imagination</p> <p><b>Style:</b> Pop</p> <p>Take it in turns to improvise using D or D and E</p> <p>Play a tuned instrumental part with the song they perform</p>

<p>Year 2</p>	<p>Unit: Hands, Feet, Heart</p> <p>Style: South African music</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know why we need to warm up our voices.</p> <p>Learn to find a comfortable singing position.</p> <p>Record a performance and say how they were feeling about it.</p>	<p>Unit: Christmas/Ho Ho Ho</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices you can rap (spoken word with rhythm).</p>	<p>Unit: I wanna play in a band</p> <p>Treat instruments carefully and with respect.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p>	<p>Unit: Zootime</p> <p>Play the part in time with the steady pulse.</p> <p>Understand that a performance is sharing music with an audience. Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Unit: Friendship</p> <p>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Understand that composing is like writing a story with music and improvisation is making up your own tunes on the spot.</p> <p>Help create three simple melodies with one, three or five different notes.</p>	<p>Unit:</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>
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<p>Year 3</p>	<p>Unit: Let Your Spirit Fly</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Name some of the instruments they heard in the song</li> </ul> <p>To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Understand that performing involves communicating feelings, thoughts and ideas about the song/music.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>	<p>Unit: Glockenspiel Stage 1</p> <p>To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p> <p>Play one differentiated part on a tuned instrument – a one-note, simple part of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>	<p>Unit: Three Little Birds</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>Unit: The Dragon Song</p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks complete the Bronze, Silver or Gold Challenge</p> <p>Play one or more differentiated parts on a tuned instrument – a one-note, simple or medium part of the song) from memory or using notation.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p>	<p>Unit: Bringing Us Together</p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks complete the Bronze, Silver or Gold Challenge</p> <p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make</p>	<p>Unit: Notation reading</p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks complete the Bronze, Silver or Gold Challenge</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from</p>
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			To have an awareness of the pulse internally when singing.		musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	memory or using notation.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Year 4				Wider Opportunities: Ukulele	Wider Opportunities: Ukulele	Wider Opportunities: Ukulele
Year 5	<b>Unit: Bossa Nova</b>  Singing. Glockenspiels and Keyboards.  Different ways of writing music down –	<b>Unit: Sing Up</b>  To compare two songs in the same style, talking about what stands out musically in each of	<b>Unit: Recorder skills</b>  How pulse, rhythm, pitch, tempo, dynamics, texture and structure work			

	e.g. staff notation, symbols.	<p>them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>together and how they connect in a song</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Notes G,A,B.</p>			
Year 6	<p><b>Unit:</b> Ukulele skills</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from</p>	<p><b>Unit:</b> Recorder skills</p> <p>Reading notation- B,A,G,F,</p>	<p><b>Unit:</b> Sing Up</p> <p>Sing Up Day.</p>			

	memory or using notation. To rehearse and perform their part within a classroom ensemble.					
Year 7	<p><b>Unit: Transition project: Vocal skills</b></p> <p>Let's Rock - charanga.</p> <p>Pitch matching.</p> <p>Singing in harmony.</p> <p>Four main types of singing voices aurally.</p> <p>Singing in a canon.</p> <p>Elements of music through workshopping.</p> <p>Whole year performance in assembly.</p>	<p><b>Unit: Keyboard skills</b></p> <p>Basic treble clef notation. EGBDF FACE</p> <p>C major scale with correct hand position.</p> <p>Reading/playing basic pieces.</p>	<p><b>Unit: Instruments of the Orchestra</b></p> <p>To name instruments by sight and sound from the four families of instruments in the Classical orchestra.</p> <p>The great composers, with links to Music Model.</p>	<p><b>Unit: Composition</b></p> <p>Pentatonic scale.</p> <p>Compose a 4 bar melody.</p> <p>Compose in ternary form.</p> <p>Create a variation with focus on elements of music.</p>	<p><b>Unit: Ukulele picking</b></p> <p>Core - Stretch-Challenge</p> <p>Picking with attention to rhythm.</p> <p>Hand and finger positions on frets.</p> <p>Connecting phrases.</p> <p>Independent practice.</p>	<p><b>Unit: Ukulele chords</b></p> <p>To demonstrate the primary chords of C major on the ukulele.</p> <p>To demonstrate secure playing technique including strumming and strumming patterns.</p> <p>C, F, Am, G.</p>
Year 8	<b>Unit: Samba</b>	<b>Unit: Ostinato and Ground Bass.</b>	<b>Unit: Ukulele Skills 2 (Grade 1 RSL)</b>	<b>Unit: Game Music</b> Beepbox.com	<b>Unit: Film Music</b> John Williams	<b>Unit: Film</b>



	<p>The cultural context of Samba.</p> <p>The recognition and playing technique of Samba instruments.</p> <p>Rhythmic ostinatos. Syncopated rhythms. Off beat rhythms.</p> <p>Class performance. Group composition.</p>	<p>The discovery of ostinatos in a variety of styles particularly opera and classical music.</p> <p>Looking at the links between different styles and how they use similar techniques when it comes to repeating patterns.</p>	<p>Chords and accompaniment.</p> <p>Jess Glynn Take me home</p> <p>Jason Mraz I'm Yours</p> <p>Adele Send my love</p> <p>G, D, Dm, Em, Bm. Strumming pattern Offbeat rhythms.</p>	<p>Pedal Ascending Descending Major/Minor Intervals Ostinato Glissando</p> <p>Composition</p>	<p>Leitmotif Anacrusis Ostinato Chromatic mvt Drone - pedal Mickey Mousing</p> <p>Stars Wars Hedwig's theme</p> <p>Performance</p>	<p>Dissonance Diminished chord Synthesiser Timbre</p> <p>Composition</p>
Year 9	<p><b>Unit:</b> Blues</p> <p>The cultural context of the songs. What else was going on at this time, musically and historically?</p> <p>Blues Scale The Blues Bar Blues chord progression (keyboards/ukulele) bass bass (boomwhackers).</p>	<p><b>Unit:</b> 1950S/60S</p> <p>Elvis Presley and the Beatles. Looking at the progression of pop music from rock and roll into rock music.</p> <p>Concept albums.</p>	<p><b>Unit:</b></p>	<p><b>Unit: Unit:</b> Musical Theatre - Hamilton</p> <p>Analysis of time period, cultural, presentation of society.</p> <p>Analyse of a song.</p>	<p><b>Unit:</b></p>	<p><b>Unit:</b> Battle of the Bands - Pop goes.....</p> <p>Singing and band skills. Combining skills from previous topics.</p>

	Syncopated rhythms					
Year 10	<b>Unit: Traditional</b> Caribbean, Blues,  Solo skills	<b>Unit: Traditional</b> Folk and Contemporary Folk  Ensemble skills	<b>Unit: Paul Simon</b> <b>Study Pieces</b>	<b>Unit: Popular music</b> Rock, Pop  Film/Video Game (short recap of KS3)	<b>Free Composition</b> <b>Coursework</b> <b>planning</b>  <b>Mock Exam:</b> question question practice.	<b>Free Composition</b> <b>deadline</b>
Year 11	<b>Unit: Baroque and</b> <b>Classical music</b>  <b>Brief Composition</b> <b>planning</b>	<b>Unit: Mozart</b> <b>Concerto Study</b> <b>Piece</b>  <b>Brief Composition</b>  <b>Solo Performance</b> <b>deadline</b>  <b>Mock Exam</b>	<b>Unit: Romantic and</b> <b>20th Century</b>  <b>Brief Composition</b> <b>deadline</b>	<b>Ensemble</b> <b>Performance</b> <b>deadline</b>	<b>Exam Prep/Study</b> <b>Leave</b>	