

'Love the Adventure of Learning'
The Batt C.E. School

MUSIC Curriculum



MUSIC Knowledge Coverage

| Year | Autumn | Spring | Summer |
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| R | <ul style="list-style-type: none"> Explore and learn how sounds and movements can be changed Enjoy joining in with moving, dancing and ring games. <p>BBC EYFS Listen and play series - Traditional Tales During PE and other adult lead activities during Continuous Provision Musical instruments always available in CP and scaffolding by adults where appropriate.</p> | <ul style="list-style-type: none"> Sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Tap out simple repeated rhythms Develop an understanding of how to create and use sounds intentionally - Listening Skills <p>BBC EYFS Listen and play series - Sessions this term are based on the children's interests and will include using body percussion and real instruments in some of the sessions. Musical instruments always available in CP and scaffolding by adults where appropriate. <i>Experience being in the weekly singing practices in the Hall. Watch Year Six singer leaders and begin to join in with actions and choruses.</i></p> | <ul style="list-style-type: none"> Begin to build a collection of songs and dances Make music in a range of ways, e.g. play with sound creatively, play along to the beat of the song or music they are listening to. <p>BBC EYFS Listen and play series - Wiggle and Waggle and other sessions based on the children's interests at that time. Musical instruments always available in CP and scaffolding by adults where appropriate. <i>Develop confidence in singing during weekly singing practice in the Hall, participating more fully.</i></p> |
| 1 | <p>Unit 1: Ourselves - vocal and body percussion Unit 2: Number - playing percussion instruments with steady beat and tempo. Unit 3: Animals - singing songs with awareness of pitch. Unit 4: Weather - improvise movement to music and explore and control pitch and dynamics when singing and on instruments</p> | <p>Unit 5: Machines - play instruments at different speeds. Unit 6: Seasons - understand that sounds can be represented by a symbol Unit 7: Our School - explore different sounds and create a soundscape. Unit 8: Patterns - explore ways of varying sounds on percussion instruments</p> | <p>Unit 9: Storytime - understand that music can tell a story and perform a chant Unit 10: Our Bodies - changing the beat and tempo to create a mood Unit 11: Travel - explore rhythms and create a chant Unit 12: Water - use sounds to create a watery picture</p> |
| 2 | <p>Unit 1: Ourselves - develop the use of vocal sounds to express feelings Unit 2: Toys - mark beats within a four-beat metre Unit 3: Our Land - identify ways of producing sounds (e.g. shake, strike, pluck) and match descriptive sounds to images Unit 4: Our Bodies - Chant and sing in two parts while playing a steady beat</p> | <p>Unit 5: Animals - play pitch lines on tuned percussion Unit 7: Storytime - combine sounds to create a musical effect in response to visual stimuli Unit 8: Seasons - identify pitch within a song and accompany with vocal and instrumental ostinatos Unit 6: Number - keep a steady beat and perform simple rhythms, differentiating between the two</p> | <p>Unit 9: Weather - perform a nursery rhyme with a rap section. Compose music to illustrate a season from Vivaldi's Four Seasons Unit 10: Pattern - perform and create simple 3 and 4 beat rhythms. Unit 11: Water - understand pitch through singing, using instruments, movement and note names Unit 12: Travel - Use simple musical vocabulary to describe music and understand and play from simple notation.</p> |

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| <p>3</p> | <p>Unit 1: Environment - Sing in two part harmony and accompany a song or poem on tuned percussion Unit 2: Building - Layer rhythms on untuned percussion instruments Unit 3: Sounds - Listen to and learn about Hindustani classical music Unit 4: Poetry -Improvise descriptive music</p> | <p>Unit 5: China - perform a pentatonic song with tuned and untuned accompaniment using graphic notation Unit 6: Time - play independent parts on percussion instruments and use a variety of rhythms including ostinati Unit 7: In the past - understand and use pitch notations and listen and to and learn about a medieval antiphon Unit 8: Communication - Create and perform from a symbol score using vocal sounds.</p> | <p>Unit 9: Human Body - sing in two parts and understand binary from Unit 10: Singing French - recognise pitch shapes and read graphic notation to play a melody on tuned instruments. Unit 11: Ancient Worlds - explore musical phrases and perform a round in three parts Unit 12: Food and Drink - explore simple accompaniments using beat and rhythm patterns</p> |
| <p>4Note: fewer units in view of 6 months of First Access All Year 4 Children will learn a stringed instrument for 6 months.</p> | <p>Unit 2: Environment - compose an introduction for a song and explore descriptive music of two famous composers of 20/21st Century Unit 3: Sounds - Identify different instrument groups from a recording and learn about 1940s dance band music</p> | <p>Unit 4: Recycling - listen to and play along with Bhangra music. Perform music using home-made instruments. Unit 5: Building - improvise melodies using a pentatonic scale and us rondo structure to build a performance</p> | <p>Unit 6: Around the World - learn about and sing an African/American spiritual. Notate pentatonic melodies on a graphic score Unit 11: In the past - learn a 1960s pop song and popular dance styles of the time</p> |
| <p>5</p> | <p>Unit 4: Keeping Healthy - sing a play an American spiritual and sing and play scales Tudor Music project - explore Tudor melodies and rhythms and move in time. Prepare for a performance to parents.</p> | <p>Unit 2: Solar System - develop techniques of performing rap and listen to music with focus and analyse using musical vocabulary Unit 3: Life Cycles - create musical effects using contrasting pitch, read a melody in staff notation and compare and contrast two pieces of 19th Century Romantic music.</p> | <p>Unit 5: At the movies - sing a play percussion in a group piece with changes in tempo and dynamics. Demonstrate the effect of music in movies Preparation for chorus performance in Year 6 musical - sing with focus and accuracy and an awareness of audience</p> |
| <p>6Year will culminate in a fully-staged and choreographed musical</p> | <p>Music in World War II - to replace Unit 1 World Unite. Explore the role of Music in WWII. Add percussion accompaniment to a World War II song, record rhythms using graphic scores and staff notation. Perform. Unit 2: Journeys - learn a 1980s pop song with an understanding of its structure and learn to sing major and minor note patterns accurately</p> | <p>Unit 3: Growth - revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music Unit 4: Roots - improvise descriptive music on instruments and other sound makers and sing and play traditional Ghanaian music</p> | <p>Unit 6:Moving On - • Identifying the structure of a piece of music • Learning to play a melody with chordal accompaniment • Experiencing the effect of harmony changing Year 6 musical to replace Unit 5: Class Awards Refine vocal performance, change vocal tone to reflect a change in style and perform complex song rhythms confidently with awareness of audience</p> |

MUSIC Skills Progression

| Aspect | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Singing All children will enjoy a weekly singing session in two groups:</p> <p>Rec, Yr 1, 2 and 3</p> <p>Yr 4,5 and 6</p> | <p>Children will sing some familiar songs and develop an ability to listen to and sing new simple songs within the classroom.</p> | <p>Sing songs with contrasting melodies in a group.</p> | <p>Chant and sing in two parts while keeping a steady beat. Sing with expression, paying attention to the pitch shape of the melody.</p> | <p>Sing in two and three parts (rounds) with an awareness of dynamics and tempo.</p> | <p>Sing in two and three independent Parts with increasing accuracy of pitch, dynamics and tempo.</p> | <p>Sing in three parts with increasing confidence and accuracy.</p> | <p>Sing confidently in three parts, including opportunities for solo performance and leading singing with younger children.</p> <p>Singing Leaders in weekly Singing Assembly</p> |
| <p>Playing instruments (KS1)</p> <p>Performing (KS2)</p> | <p>Children will explore sounds on a variety of instruments</p> | <p>Explore and control dynamics, duration, and tempo with instruments</p> <p>Use instruments to create descriptive sounds.</p> | <p>Listen to and repeat rhythmic patterns on body percussion and instruments</p> <p>Use instruments expressively.</p> <p>Children will be encouraged to join the Junior Choir</p> | <p>Play independent parts simultaneously on body percussion, untuned and tuned percussion</p> <p>Children will be encouraged to join the Junior Choir</p> | <p>Learn to read and follow staff notation in First Access Violin lessons</p> <p>Play, sing and perform repeated patterns (ostinati) from staff notation including concert to parents.</p> <p>Develop an awareness of audience</p> <p>Children will be encouraged to join the Senior Choir</p> | <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together.</p> <p>Concert of Tudor Music to parents.</p> <p>Perform in the chorus for Year 6 musical. Further awareness of audience</p> <p>Children will be encouraged to join the Senior Choir</p> | <p>Further ensemble instrumental playing from notation and graphic scores.</p> <p>Develop, rehearse and perform a musical, including dialogue, singing, playing and movement.</p> <p>Confidence in performing to an audience with awareness of posture and projection.</p> <p>Children encouraged to take the lead in Senior Choir, supporting younger members and singing solos</p> |
| <p>Listening</p> | <p>listen to and sing simple songs within the classroom.</p> | <p>Recognise and respond to changes in tempo and pitch. Understand how music can tell a story</p> | <p>Listen to and repeat back rhythmic patterns on instruments and body percussion</p> <p>Match descriptive</p> | <p>Learn how sounds are produced and how instruments are classified</p> | <p>Understand how rhythmic articulation affects musical phrasing</p> <p>Copy rhythms and short melodies</p> <p>Match short rhythmic</p> | <p>Explain the tempo, dynamics, metre, timbre and duration of a piece of music.</p> <p>Recognise instruments being played in a piece of</p> | <p>Describe the effect of orchestral instruments in a piece of music. Talk confidently about the interrelated dimensions of music.</p> |

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| | | | <i>sounds to images</i> | | <i>phrases with rhythm notation.</i> | <i>music.</i> | |
| Experimenting with sounds (KS1) Composing (KS2) | | <i>Respond to music through movement Explore sounds on instruments and find different ways to vary their sound</i> | <i>Explore timbre and texture to understand how sounds can be descriptive. Combine sounds to create a musical effect.</i> | <i>Select descriptive sounds to accompany a poem or create a specific mood or feeling.</i> | <i>Compose a short piece that has a recognisable structure using graphic and/or staff notation.</i> | <i>Further confidence in composing short pieces of music with recognisable structure that shows variation in timbre and dynamics.</i> | <i>Use a variety of different musical devices in composition including melody, rhythm and chords.</i> |
| Using and understanding | | <i>Begin to understand that music can be represented by symbols</i> | <i>Understand notation can be used to represent sounds.</i> | <i>Create repeated patterns with different instruments. Improve work, explaining how it has been improved.</i> | <i>Recognise notes on the treble clef including crotchets, quavers, semibreves and crotchet rests.</i> | <i>Continue to develop knowledge of staff notation and use graphic scores to notate music.</i> | <i>Use graphic scores confidently and/or use staff notation with increasing accuracy.</i> |
| Appreciating <i>All children will experience a variety of music when entering and leaving the Hall for Collective Worship. A PowerPoint presentation will be shown and relate to the chosen music. Children will be encouraged to share responses and ideas which may be recorded on the Music board.</i> | | <i>Listen quietly to music from different musical genres during Collective worship</i> | <i>Listen quietly to music from different musical genres during Collective worship and share ideas about it.</i> | <i>Listen to and learn about music from around the world including Hindustani classical music and Chinese music. Listen to and learn about music from the Romantic Period.</i> | <i>Explore the descriptive music of two famous composers of the 20th and 21st century Listen to and play along with Bhangra music) Listen to and learn about Renaissance instruments</i> | <i>Listen to, learn about, play and dance to Tudor dance music Listen to and learn about modern classical/avant garde music (20th century) Learn about the music of an early Baroque opera. Demonstrate understanding of the effect of music in movies</i> | <i>Follow and interpret a complex graphic score for four instruments Experience and understand the effect of changing harmony Listen to and understand modulation in a musical bridge</i> |
| History of Music <i>All children will be constantly reminded of the different periods of music on the Music timeline in the Hall</i> | | <i>Begin to notice information about a piece of music shared on PowerPoint in Collective Worship.</i> | <i>Remember information about a piece of music shared on PowerPoint slides in Collective Worship.</i> | <i>Name a composer and recognise their work.</i> | <i>Name some composers and genres of music from different eras.</i> | <i>Contrast the work of a famous composer with another and explain preferences.</i> | <i>Name some of the different musical periods and identify a composer from each.</i> |