



Music Curriculum Overview Year A Class 1

	Autumn 1 Me!	Autumn 2 Christmas	Spring 1 Everyone!	Spring 2 Big Bear Funk	Summer 1 Hey You!	Summer 2 In the Groove
Knowledge	<p>Know nursery rhymes by heart</p> <p>Know the words of songs tell a story</p>	<p>Know music evokes different feelings</p> <p>Know music is used in celebrations</p> <p>Songs have sections</p>	<p>Sing and rap songs from memory</p>	<p>Know what funk music is</p>	<p>Know a song by heart</p> <p>Know names of some instruments</p> <p>Know rhythms can be created from words and names</p>	<p>Know a song by heart</p> <p>Know the names of musical styles</p> <p>Improvisation is making up tunes</p> <p>Composing is writing a story with music</p>
Skills	<p>Find the pulse and move in time to music</p> <p>Copy rhythms and sounds</p> <p>Distinguish high and low pitch</p> <p>Sing to backing tracks</p> <p>Sing in unison</p> <p>Add actions</p> <p>Perform a song</p>	<p>Sing to backing tracks</p> <p>Sing in unison</p> <p>Perform a song</p> <p>Play rhythmic instruments in time to music</p>	<p>Respond to music through movement</p> <p>Find pulse through actions</p> <p>Copy rhythms and phrases</p> <p>Copy high and low pitched sounds</p> <p>Play a one note pattern in time with a pulse</p> <p>Sing and rap in unison</p> <p>Add actions and substitute words</p> <p>Perform a song</p>	<p>Find pulse in different ways</p> <p>Copy and clap rhythms</p> <p>Play pulse with a pitched or untuned instrument</p> <p>Add sounds to rhythms and phrases</p> <p>Sing in unison</p> <p>Add actions and substitute words</p> <p>Perform a song</p>	<p>Find pulse through movement</p> <p>Identify sounds of instruments</p> <p>Copy and clap rhythms</p> <p>Clap rhythm of name</p> <p>Rap and sing in groups</p> <p>Improvise using notes C and G</p> <p>Compose a simple melody using C, D and E</p> <p>Perform a song</p>	<p>Find pulse through movement</p> <p>Copy and clap rhythms</p> <p>Make up own rhythms</p> <p>Play instruments using C and D</p> <p>Improvise using notes C and D</p> <p>Compose a simple melody using C, D and E</p> <p>Perform a song</p>
Vocabulary	<p>Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase</p>	<p>Sing, pitch, high, low, verse, chorus, perform, unison</p>	<p>Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase</p>	<p>Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p>	<p>Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove</p>



Music Curriculum Overview Year A Class 2

	Autumn 1 Hands, Feet, Heart	Autumn 2 Ho, Ho, Ho	Spring 1 I Wanna Play in a Band	Spring 2 Zootime	Summer 1 Friendship Song	Summer 2 Reflect, Rewind and Replay
Knowledge	Recognise pulse Recognise sounds of different instruments – keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals Know some songs have a response or answer part Know the difference between rhythm and pulse To know and sing a song from memory	Know songs have musical styles Know there is a style called Rap Recognise and name some instruments – singers, keyboards, bass, guitar, saxophone, trumpet, percussion To know and sing a song from memory Know we can make different sounds with our voices	Know there is a style called Rock Recognise and name some instruments - keyboards, bass, guitar, drums, singers To know and sing a song from memory	Know there is a style called Reggae Recognise and name some instruments - keyboards, bass, guitar, drums, singers When we sing or play instruments, we add pitch to the rhythm To know and sing a song from memory	Recognise and name some instruments – keyboard, bass, drums, female singer, glockenspiel When we sing or play instruments, we add pitch to the rhythm To know and sing a song from memory	Recognise classical music as a style distinct from pop and folk Recognise staves, clefs and time signatures Recognise note and rest values Recognise and name some instruments
Skills	Find pulse through movement Copy and clap rhythms Create own rhythm Sing in groups Play instruments using G, A and C Improvise using C and D Compose using C, D and E Perform a song	Find pulse through movement Copy and clap rhythms Create own rhythm Sing in groups Play instruments using G, A and B, accurately and in time Rap and sing Improvise words Perform a rap	Find pulse through movement Copy and clap rhythms Create own rhythm Play accurately and in time using D, C, F and G Improvise using F and G Compose using F, G and A Perform a song	Find a pulse Copy and clap rhythms Create own rhythms Play accurately and in time using C and D Improvise using C and D Compose using C, D and E Perform a song	Decide how to find the pulse Clap rhythms Sing in two parts Play accurately and in time using E, G and C Improvise using C and D Compose using E, G, A and B Perform a song	Clap rhythms accurately and in time Sing in unison Perform a song
Vocabulary	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Keyboard, bass, guitar, percussion, sleigh bells, harmonica, hook, trumpets, saxophones, pulse, rhythm, pitch, texture, rap, dynamics, tempo	Rock, vocal, instruments, solo, hook, texture, tempo, dynamics, arrangement, backing vocals, distortion, backbeat	Reggae, pulse, rhythm, pitch, melody, dynamics, tempo, verse, bridge, riff, hook, offbeat, synthesiser	Bongo drums, strings, glockenspiel, chorus of voices, banjo, pulse, rhythm, pitch, melody, dynamics, tempo	time signatures, stave, clef, bars, barlines, beats, notes, rests, crotchet, minim, dynamics, tempo, rhythm



Music Curriculum Overview Year A Class 3

	Autumn 1 Let your Spirit Fly	Autumn 2 The Dragon Song	Spring 1 Blown Away Recorder 1	Spring 2 Blown Away Recorder 2	Summer 1 Mamma Mia	Summer 2 Lean On Me
Knowledge	Know songs have an introduction, verse and chorus Recognise and name instruments - Male/female voices, bass, drums, guitar, keyboard, synthesizer Recognise rhythm, tempo and dynamics	Know songs represent themes and ideas and tell a story Recognise and name instruments – keyboard, bass, drums, female voice	Notes are made when you blow into a recorder gently, saying 'tu' Sounds are made by air travelling through the recorder Melodies are represented by notes on a staff	Notes are made when you blow into a recorder gently, saying 'tu' Sounds are made by air travelling through the recorder Melodies are represented by notes on a staff	Know some songs have an introduction, verse and chorus and a bridge Recognise and name instruments - Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums Know the different between pulse and tempo	Recognise introduction, chorus, verse and bridge Recognise and name instruments - Male vocal, backing vocal, piano, bass, drums, organ
Skills	Copy, play and invent rhythmic and melodic patterns using C and D Sing in two parts Play instrumental parts accurately and in time, by ear and using notation – E, F, G, A, B and C Improvise using C and D Compose using C, D, E, F and G Perform and play a song	Copy back, play, invent rhythmic and melodic patterns using G and A Sing in two parts Play instrumental parts accurately and in time, by ear and using notation – G, A and B Improvise using G, A and B Compose a simple melody Perform and play a song	Count and clap to a beat Play in time to a beat/count Play notes B, A, G, E, D, F, C, high D, low (middle) C Compose a simple melody using known notes Perform recorder pieces Read musical notation	Count and clap to a beat Play in time to a beat/count Play notes B, A, G, E, D, F, C, high D, low (middle) C, F#, C# (low and high), high E, high F Compose a simple melody using known notes Perform recorder pieces Read musical notation	Copy back, play, invent rhythmic and melodic patterns using G and A Sing in unison Play instrumental parts accurately and in time, by ear and using notation – G and A Improvise using G and A Compose a simple melody using G, A, B, D and E Perform and play a song	Copy back, play, invent rhythmic and melodic patterns using F and G Sing in unison Play instrumental parts accurately and in time, by ear and using notation – C, F, E and G Improvise using F and G Compose a simple melody using C, D, F, G and A Perform and play a song
Vocabulary	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody	Crotchet, minim, semibreve, quaver, dotted notes, staccato, rests, repeat signs, sharp, flat, natural, time signatures, bars	Crotchet, minim, semibreve, quaver, dotted notes, staccato, rests, repeat signs, time signatures, bars, tied notes, slurs	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.



Music Curriculum Overview Year A Class 4

	Autumn 1 Livin' On A Prayer	Autumn 2 Djembe	Spring 1 Ukulele	Spring 2 Ukulele	Summer 1 The Fresh Prince of Bel Air	Summer 2 Anna Meredith – Connect It
Knowledge	Know the style indicators of Rock music Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting Talk about a song's features – dimensions, instruments, structure, historical context	Know correct playing posture, alternate hands Identify ABAB structure Understand use of djembe playing in African society	Know correct holding position Know string names Know some history and cultural context for the ukulele		Know style indicators of hip hop Identify instruments and voices - Loops, samples, decks, scratching, drums, bass, synthesizer, rapper Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting Talk about a song's features – dimensions, instruments, structure, historical context	Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting Talk about a song's features – dimensions, instruments, structure, historical context
Skills	Copy rhythm and pitch using G, A and B Sing in unison Play instrumental parts accurately and in time, by ear and from notation, using G, A, B, D, E, F#, G Improvise using G, A, B Compose using a pentatonic scale (G, A, B, D, E) Perform using voice and instruments	Play in time using alternate hands Play in varying tempos Play in layered rhythms Play with different dynamics Play in parts Improvise and compose rhythmic patterns Take the role of group leader Perform Appraise performances with awareness of audience	Strum open strings Strum chords C, F, G7, G Strum and pluck accurately and in time Change between chords in time with the music Sing and play simultaneously Improvise strumming patterns Improvise rhythms		Copy rhythm and pitch using D, E and F Sing and rap in unison Play instrumental parts accurately and in time, by ear and from notation, using C, D, E, F, G, A Improvise using D, E, F Compose using D, E, F, G, A Perform using voice and instruments	Improvise and compose rhythms and motifs Invent musical motifs and structure them into a piece Orchestrate motifs selecting appropriate instruments Perform as an ensemble with accuracy, control, fluency and expression Perform motifs in canon
Vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose, pentatonic	Djembe, beat, call and response, high and low tones, rhythm, tempo, dynamics	Ukulele, body, neck, tuning pegs, bridge, frets, strings, string names (G, C, E, A), up and down strokes, strum, pluck, beat, rhythm, tempo, dynamics		Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Canon, motif, pitched percussion, unpitched percussion, orchestrate, pulse, rhythm, compose, body percussion, vocals



Music Curriculum Overview Year A Class 5

	Autumn 1 Classroom Jazz 1	Autumn 2 Beethoven – Symphony no5	Spring 1 Ukulele	Spring 2 Ukulele	Summer 1 You’ve Got a Friend	Summer 2 Summer Production
Knowledge	Know the style indicators of Bossa Nova and Swing Recognise 3 note Bossa structure - Intro tune, lead tune, lead repeated, improvisation, lead Recognise 5 note Swing structure - 8-bar intro, 8-bar tune repeated, middle 8, lead, lead Identify instruments - Piano, bass, drums, glockenspiel	Know some facts about Beethoven Know the structure of a sonata	Know correct holding position Know string names Know some history and cultural context for the ukulele		Know the song structure and style indicators Identify instruments – piano, voice Talk about musical dimensions used in the song	Know how to warm up voice and project when singing
Skills	Play instrumental parts with music and by ear using D, E, G, A, B Improvise in a Bossa Nova style using G, A, B Improvise in Swing Style using D, E, G, A, B Perform a piece	Create a graphic score Compose inspired by Beethoven Orchestrate a rhythm Orchestrate a melody Structure ideas in sonata form Create a coda Perform a composed piece	Strum open strings Strum chords C, F, G7, G, Am, D, Dm, E, Em Strum and pluck accurately and in time Change between chords in time with the music Sing and play simultaneously Improvise strumming patterns Improvise rhythms Learn further chords and songs		Copy rhythm and pitch patterns, reading notes A, G, E Sing in unison Play instrumental parts accurately and in time, by ear and from notation, using D, E, F, G, A, B, C Improvise using A, G, E Compose using E, G, A, C, D Perform a song	Learn songs Sing in unison and in parts Learn movements to accompany songs Perform on stage to an audience
Vocabulary	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	Coda, graphic score, movement, pitched percussion, sonata, symphony, tune, unpitched percussion	Ukulele, body, neck, tuning pegs, bridge, frets, strings, string names (G, C, E, A), up and down strokes, strum, pluck, beat, rhythm, tempo, dynamics, major, minor		Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, unison, harmony	Melody, tune, rhythm, unison, rounds, parts