



Ambition - Community - Equality

## Curriculum Overview

### Subject: Music

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Nursery-see EYFS Overview for EYFS Outcomes</b>	<b>Can you sing your favourite nursery rhyme?</b>	<b>What makes a good friend?</b>	<b>What colours can I see around me?</b>	<b>Which pet will I choose?</b>	<b>What is your favourite food?</b>	<b>Can you tell me a story?</b>
Learning activities	Learn to sing 'The Wheels on the Bus' and link to sing other popular Nursery Rhymes Experiment with percussion instrument to accompany songs	Learn to sing 'Let's be friends'  Experiment with percussion instrument to accompany songs	Learn to sing 'The Rainbow song' Experiment with percussion instrument to accompany songs	Learn to sing 'How much is that doggy in the window' Experiment with percussion instrument to accompany songs	Learn to sing 'Ten Fat Sausages' Experiment with percussion instrument to accompany songs	Learn to sing 'Jack and Jill went up the hill' Experiment with percussion instrument to accompany songs
Skills	I can imitate movement in response to music I can move my whole body to sounds I enjoy, such as music or a regular beat I can say whether sounds are loud or quiet I can sing some familiar songs and nursery rhymes in a group I can create sounds by banging, shaking, or tapping and show an interest in the way musical instruments sound I can tap a simple repeated rhythm I can talk about a piece of music and express an opinion					
Vocabulary	Sing, song, move, loud, quiet, banging, shaking, tapping, listen, tambourine, wood block, triangle, maracas, drum, glockenspiel, fast, slow					



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<b>Reception See EYFS Overview for EYFS Outcomes</b>	<b>What makes me great?</b>	<b>When do we celebrate?</b>	<b>Where do I live?</b>	<b>What job do I want to have?</b>	<b>How do things grow?</b>	<b>How do we get there?</b>
<b>Unit titles</b>	<b>Music and Movement</b>	<b>Celebration Music</b>	<b>Exploring Sounds</b>		<b>Big Band</b>	
<b>EYFS statements</b>	<p>Understanding the world - People and communities            ELG: Children know about similarities and differences between themselves and others, and among families, communities and traditions.            Expressive arts and design -Exploring and using media and materials            Begins to build a repertoire of songs and dances.            ELG: Children sing songs, make music and dance, and experiment with ways of changing them.            Characteristics of Effective Learning            -Playing and exploring            -Active learning</p>	<p>Understanding the world - People and communities            ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.            Expressive arts and design - Exploring and using media and materials            Begins to build a repertoire of songs and dances.            ELG: Children sing songs, make music and dance, and</p>	<p>Communication and language -Listening and attention            Maintains attention and concentrates during appropriate activity.            Expressive arts and design -Exploring and using media and materials            Explores the different sounds of instruments.            Characteristics of Effective Learning            - Playing and exploring</p>		<p>Expressive arts and design -Exploring and using media and materials            Begins to build a repertoire of songs and dances.            Explores the different sounds of instruments            Manipulates materials to achieve a planned effect.            Constructs with a purpose in mind, using a variety of resources.            Uses simple tools and techniques competently and appropriately.            Selects appropriate resources and adapts work where necessary.            Selects tools and techniques needed to shape, assemble and join materials they are using.            Expressive arts and design - Being imaginative            Create simple representations of events, people and objects             Characteristics of Effective Learning            -Playing and exploring            -Active learning            -Creating and thinking critically</p>	

		<p>experiment with ways of changing them.</p> <p>Expressive arts and design - Being imaginative</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>They represent their own ideas, thoughts and feelings through music and dance.</p> <p>Characteristics of Effective Learning- Playing and exploring</p>		
Concrete knowledge	Know: beat	Know that music is used in religious celebrations	Know how they can use their voice and bodies to make sounds,	Know the four different groups of musical instruments,
Skill progression	<p>I can come up with simple actions to well-known songs</p> <p>I can move to a beat</p> <p>I can express feelings and emotions through movement to music</p>	<p>I can talk about the music from a range of cultural and religious celebrations:</p> <p>Diwali , Hanukkah, Kwankzaa and Christmas</p>	<p>I can use my body and voice to make sounds</p> <p>I can experiment with 'fast and slow (tempo)' and 'loud and soft (dynamics)' when playing instruments</p> <p>I can identify sounds in the environment and differentiate between them</p>	<p>I can perform a song with an untuned percussion instrument, to a small audience</p> <p>I can follow a beat using an untuned percussion instrument</p> <p>I can perform a song to a small audience</p>
Vocabulary	actions, beat, heartbeat, repeat, drum, fast, medium, slow, high, Low, sound, perform, audience	Celebration, dance, flute, cymbals, tambourine, shofar, beat, Christmas, Diwali, actions, voice, body percussion	Voice, instrument, loud, quiet, high, low, squeaky, soft, deep, fast, slow, rhythm, beat, quickly, slowly, names of percussion instruments,	Music, band, shake, tap, bang, strum, beat, names of percussion instruments, beat



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<b>Y1</b>		<b>Do all superheroes wear capes?</b>	<b>Where do big cats live?</b>	<b>How do we know Birmingham and London are cities?</b>		<b>What is a British woodland like?</b>	<b>How do the seasons change?</b>
N/C objectives		<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b> <b>Play tuned and untuned instruments musically</b> <b>Listen with concentration and understanding to a range of high-quality live and recorded music</b> <b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b>					
Unit titles		<b>Pulse and Rhythm</b> <b>All about me</b>	<b>Timbre and rhythmic patterns</b> <b>Fairy tales</b>	<b>Pitch and tempo</b> <b>Superheroes</b>	<b>Classical music, dynamics and tempo</b> <b>Animals</b>	<b>Chanting and tuned percussion</b> <b>Space</b>	<b>Vocal and body Sounds</b> <b>By the sea</b>
Concrete knowledge		<b>Know: pulse and rhythm</b>	<b>Know: timbre and rhythm</b>	<b>Know: pitch and tempo</b>	<b>Know what perform means</b> <b>Know: dynamics and rhythm</b>	<b>Know the names of 4 orchestral instruments</b>	<b>Know different ways to play the same instrument (brushing, hitting, shaking)</b>
Listening skill progression	Recognising and describing the inter-related dimensions of music		<b>I can listen with concentration to a piece of music</b>	<b>I can hear when the pitch is high or low</b> <b>I can hear when the tempo changes</b>		<b>I can move my body to a piece of music</b>	<b>I can move my body to a piece of music and explain why I am moving in this way</b>

Performing skill progression	Singing	<p>I can sing the shape of the melody (sing higher and lower when the melody moves higher and lower)</p> <p>I can play in time to the music</p>	<p>I can join in when the music repeats (repeated phrases) and is in a pattern</p> <p>I can play my rhythmic pattern to match words</p>	I can identify and sing high and low notes	<p>I can sing a song in time from memory, with some accuracy</p> <p>I can copy a chanted line</p> <p>I can think about the dynamics of a song; knowing which parts should be sung quietly and which should be sung loudly, with support</p>	<p>I can copy back lines of a song so that I can learn it</p> <p>I can sing a song in time from memory, with some accuracy</p> <p>I can chant in time, thinking about my volume and tempo, by listening to and responding to others in the class</p>	
	Playing instruments	<p>I can clap the rhythm of my and other peoples' names</p> <p>I can clap in time to the music</p> <p>I can copy rhythms</p>	I can respond to hand signals (a conductor)	I can perform a pattern that gradually gets faster (accelerando)	<p>I can keep a steady pulse</p> <p>I can change the tempo (fast/slow) of what I am playing</p> <p>I can change the dynamics (loud/quiet) of what I am playing</p> <p>I can play my instrument appropriately and at the right times</p> <p>I can listen to others in my group</p>	<p>I can keep a steady pulse</p> <p>I can improvise appropriately using their instrument to the given stimulus (picture/music/words)</p>	I can follow instructions during a performance, to play both loud and quiet, fast and slow
	Notation	Graphic score					

Composing skill progression	Use of the inter-related dimensions	<b>I can create rhythms based on word patterns</b>	<b>I can chant and by make changes to their voice to represent a character</b> <b>I can one instrument to create different sounds</b> <b>I can choose a suitable sound to represent a point in the story</b> <b>I can compose short rhythms using words to help me</b>	<b>I can compose a pattern using two pitches and play or sing it</b> <b>I can contribute to a group composition and performance and suggest improvements to our work</b>		<b>I can compose music to represent a theme by changing the tempo and dynamics</b>	I can identify sounds within the music and to recreate sounds using voice or body  I can make appropriate instrument choices and say why I have chosen them  I can record my composition as a graphic score  I can compose more than one sound with my instrument or voice
	Notation	<b>I can create a simple graphic score to represent a composition</b>					
	Evaluating and improving work	<b>I am beginning to make improvements to my work as suggested by the teacher</b>					
	Vocabulary	<b>rhythm, pulse, beat, steady, keep in time</b>	<b>timbre, conductor, repeated, rhythm, pulse</b>	<b>pitch, high, low, tempo, fast, slow, pulse</b>	<b>tempo, fast, slow, dynamics, loud, soft, leader/conductor, melody, perform, pulse</b>	<b>melody, compose, dynamics, loud, soft, pulse</b>	<b>brushing, hitting, shaking, sound effect, pulse, dynamics, rhythm</b>



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<b>Y2</b>	<b>Why should I go to Sheldon?</b>		<b>What is it like in Africa?</b>	<b>Why are there castles?</b>	<b>Why do we visit the seaside?</b>	
N/C objectives	<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b> <b>Play tuned and untuned instruments musically</b> <b>Listen with concentration and understanding to a range of high-quality live and recorded music</b> <b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b>					
Topic related music			<b>African drumming music</b> Features: call and response, master drummer, djembe, rhythms			
Unit title	<b>Myths and Legends</b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song	<b>On this Island: British songs and sounds</b>	<b>Musical Me</b> Learn to sing and play a song	<b>Orchestral instruments</b> Example theme: Traditional Stories	<b>African call and response song</b> Example theme: Animals	<b>Dynamics, timbre, tempo and motifs</b> Example theme: Space

Concrete knowledge	<b>Know: texture, graphic score</b>		<b>Know that music can be written down (using letter names)</b>  <b>Know: melody, dynamics and timbre</b>	<b>Know the 4 instrument families</b>  <b>Recognise at least 4 instruments and say which family they belong to</b>  <b>Know that an orchestra is a group of musicians that play together</b>	<b>Know what 'call and response' means and that it is a feature of African music</b>  <b>Know that music is shown through beats and notation</b>	<b>Know what a motif is</b>
Listening skill progression	Recognising and describing the inter-related dimensions of music	<b>I can recognise the structure of a piece</b>  <b>I can identify whether a texture is thick or thin</b>	<b>I can describe the dynamics and timbre</b>	<b>I can explain what is happening in the music using language relating to emotion</b>  <b>I can identify the sound of different sections of the orchestra</b>  <b>I can explain how music is used to tell the story</b>		<i>I can correctly identify some instruments and changes in dynamics as well as explaining how the same instrument can have many different sounds</i>  <i>I can recognise differences in dynamics</i>  I can comparing two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.



Performing skill progression	Singing		<p>I can sing confidently and accurately</p>	<p>I can play the pulse whilst I am singing</p> <p>I can use my voice to show emotions when I am singing</p>		<p>I can copy a rhythm back and in time</p> <p>I can successfully sing back the melody line in time and at the correct pitch</p>	<p>I can use my voice to create a variety of sounds using dynamics to create atmosphere</p>
	Playing instruments			<p>I can clap the rhythm of my name</p> <p>I can play a rhythm without having to speak it out loud</p> <p>I can keep the pulse when performing</p> <p>I can play a known melody from letter notation in the right order if not with the right rhythm</p>	<p>I can perform confidently using appropriate instrumental sounds</p> <p>I can perform as part of a group</p>	<p>I can use the instruments appropriately and create different timbre (sounds) from the same instrument</p> <p>I can play in time with my group</p> <p>I can perform my composition and staying in time with their group and improving the song by changing the dynamics (the volume).</p>	<p>I can perform with some accuracy.</p>

	Notation	<b>I can sing back short melodic patterns by ear and play short melodic patterns from letter notation/graphic score</b>					
Composing skill progression	Use of the inter-related dimensions	<b>I can compose rhythms and put them in a particular order or structure</b>  <b>I can perform my composition correctly and accurately, following the structure score</b>	<b>I can compose a musical soundscape</b>  <b>I can find different ways of creating the same sound</b>  <b>I can work as part of a group to compose a piece that represents a particular environment</b>	<b>I can compose a melody using letter names and play it back</b>  <b>I can select instruments with different timbres</b>  <b>I can compose a piece with different dynamic levels</b>	<b>I can suggest appropriate timbres for each character</b>  <b>I can compose a piece of music with some appropriate tempo, dynamic and timbre changes</b>	<b>I can use tempo (speed - fast and slow), dynamics (volume - loud and quiet) and timbre (sounds) in my piece</b>	<b>I can compose a motif and write it down (graphic or notation – letter names)</b>
	Notation	<b>I can use letter name and graphic notation to represent the details of my composition</b>					
	Evaluating and improving work	<b>I am beginning to suggest improvements to my own/group's work</b>					
Vocabulary		<b>structure, score, texture, thick, thin</b>	<b>Soundscape, graphic notation,</b>	<b>pulse, rhythm, beat, melody, dynamics, oud, soft, timbre</b>	<b>orchestra, conductor woodwind, brass, strings, percussion, timbre, dynamics</b>	<b>tempo, dynamics, timbre, notation, call and response, beats</b>	<b>pitch, dynamics, tempo, notation, timbre, atmosphere</b>



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<b>Y3</b>	<b>How do I use a map?</b>	<b>Stone Age to Iron Age: How did Britain change?</b>	<b>What did the Ancient Greeks do for us?</b>	<b>Why is Greece popular?</b>	<b>How do natural disasters affect the world?</b>	<b>Who has helped change our world?</b>
Topic related music				<b>Greek folk music</b> <b>Thalassaki Mou</b> <a href="https://www.youtube.com/watch?v=vi4s9mz3ajQ">https://www.youtube.com/watch?v=vi4s9mz3ajQ</a> <b>Aggelos Arvanitis</b> <a href="https://www.youtube.com/channel/UC2N8RQfEhd0qDKISTV4u0kg">https://www.youtube.com/channel/UC2N8RQfEhd0qDKISTV4u0kg</a> <b>Instruments to listen out for: Violin, bouzouki and voice</b>		<b>The Beatles</b> <b>Twist and shout</b> <a href="https://www.youtube.com/watch?v=b-VAxGJdJeQ">https://www.youtube.com/watch?v=b-VAxGJdJeQ</a> <b>Yesterday</b> <a href="https://www.youtube.com/watch?v=jo505ZyaCbA">https://www.youtube.com/watch?v=jo505ZyaCbA</a> <b>Instrumentation: bass, lead guitar, drums and voice</b>
N/C objectives	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b> <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b> <b>Listen with attention to detail and recall sounds with increasing aural memory</b> <b>Use and understand staff and other musical notations</b> <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (in assemblies)</b> <b>Develop an understanding of the history of music (in assemblies)</b>					
Unit titles	<b>Creating compositions in response to an animation</b>	<b>Traditional instruments and improvisation</b> <b>Around the World - India</b>	<b>Pentatonic melodies and composition</b> <b>Chinese New Year</b>	<b>Ballads</b> <b>Creating a traditional ballad</b>	<b>Jazz</b>	<b>Samba and carnival sounds and instruments</b> <b>South America</b> <b>(Year 4)</b>

Concrete knowledge			<p>Know which instruments are used in Indian music</p> <p>Know: raga and drone</p> <p>(performers play by ear and memory and learn from a master performer, vast majority of music is improvised)</p>	<p>Know: crescendo and diminuendo</p> <p>Know the features of Chinese New Year music (pentatonic scale)</p> <p>Know: layered melodies</p>	<p>Know the key features of a ballad (verse-chorus structure, often includes piano, vocalist expressing emotion, romantic lyrics)</p>	<p>Know different types of jazz (ragtime, Dixieland, scat singing, swing)</p> <p>Know what call and response is</p> <p>Know the instrumentation of a swing band</p>	<p>Know what samba music is and its features (layers of rhythm – polyrhythmic, percussion instruments, call and response, lead by one player with a whistle and a repinique (a lead drum, taught aurally – no written music))</p>
Listening skill progression	Recognising and describing the inter-related dimensions of music	<p>I can use musical vocabulary to describe a piece of music</p> <p>I can say how I feel about the music and being able to identify what it is I like or dislike</p>	<p>I can say how I feel about the music and being able to identify what it is I like or dislike</p>	<p>I can match my movements to the music, and describe why I made my movement choices</p>			
	Recognising the features of different genres				<p>I can identify the key features of a ballad</p>	<p>I can explain what ragtime is</p>	
Performing skill	Singing		<p>I can sing and play in time with my group with some degree of accuracy and awareness of other people's parts</p>		<p>I can recall the lyrics and melody of a song</p> <p>I can sing in time and in tune</p>		

	Playing instruments	<p><b>I can play in time and be aware of other people's parts</b></p> <p><b>I can play a melody from simple notation with letter names</b></p> <p><b>I can play my part at the appropriate dynamic level and at the right time, taking note of others in my group</b></p>	I can read musical notation and playing the correct notes and in time	I can accurately play a melody		<p><b>I can play on the off-beat</b></p> <p><b>I can clap a short syncopated (swung) rhythm</b></p>	<p><b>I can clap on the off beat (the end of each beat) play a syncopated rhythms in time</b></p> <p><b>I can recognise the on beat</b></p> <p><b>I can play my rhythm in time with the rest of my group</b></p> <p><b>I can play in time and with confidence</b></p>
	Notation	<b>I can perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</b>					
Composing skill progression	Purpose/genres		I can improvise on top of a drone using the correct notes	I can compose using the pentatonic scale	<p>I can compose/write a verse to tell part of a story</p> <p>I can perform my composition with confidence</p>	<p><b>I can play a call and improvise a response</b></p> <p><b>I can improvise scat singing</b></p> <p><b>I can compose a jazz motif using swung quavers</b></p>	I can compose a simple break
	Use of the inter-related dimensions	<p><b>I can create layers within my composition</b></p> <p><b>I can compose rhythms to tell a story (to accompany an animation using appropriate dynamics and timbre)</b></p>		<p><b>I can write down the notation of my composition</b></p> <p><b>I can perform my composition confidently</b></p>			
	Notation	<b>I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions</b>					

	Evaluating and improving work	<b>I can suggest and implement improvements to my own work, using musical vocabulary</b>				
Vocabulary		<b>raga, drone, tala, improvise</b>	<b>pentatonic scale, notation, layered melody</b>	<b>ballad, lyrics, structure, verse, chorus</b>	<b>quavers, off-beat, syncopated, ragtime, scat, jazz, Dixieland, motif, swung rhythm, improvise</b>	<b>break, samba, syncopated, off-beat, improvise</b>
	<b>forte, piano, dynamic,</b>					



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<b>Y4</b>	<b>Home or abroad?</b>	<b>What did the Romans do for us?</b>	<b>Why was Britain invaded?</b>		<b>What is a biome? Why are rainforests important to our lives?</b>	<b>Why should we protect our oceans?</b>
Topic related music	<b>Opera music</b> Bryn Terfel The Three Tenors Mario Lanza Andrea Bocelli Katherine Jenkins				<b>Samba music</b> (layers of rhythm – polyrhythmic, percussion instruments, call and response, lead by one player with a whistle and a repinique (a lead drum, taught aurally – no written music) <b>Your tube – Samba bateria</b> <a href="https://www.youtube.com/watch?v=jQLvGg haDbE">https://www.youtube.com/watch?v=jQLvGg haDbE</a>  <a href="https://www.youtube.com/watch?v=93_OUa mJvoI">https://www.youtube.com/watch?v=93_OUa mJvoI</a>  <a href="https://www.youtube.com/watch?v=iw8uLes WgUQ">https://www.youtube.com/watch?v=iw8uLes WgUQ</a>	

N/C objectives		<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <p><b>Use and understand staff and other musical notations</b></p> <p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (in assemblies)</b></p> <p><b>Develop an understanding of the history of music (in assemblies)</b></p>
Unit titles		<b>Wider opportunities brass</b>
Concrete knowledge		<p><b>Use musical language when required to further develop class/group /peer practice</b></p> <p><b>Demonstrate an understanding of the working of a brass instrument</b></p> <p><b>Identify and name all the relevant parts of the instrument</b></p> <p><b>Recall the meaning of relevant musical terminology</b></p> <p><b>Know the names and identify 5 orchestral instruments</b></p> <p><b>Know crochet, quaver, rest</b></p> <p><b>Know the place on the staff for at least different pitches.</b></p>
Listening skill progression	Recognising and describing the inter-related dimensions of music	<p><b>I can identify gradual dynamic and tempo changes within a piece of music (crescendo/decelscendo)</b></p> <p><b>I can identify scaled dynamics (crescendo/decelscendo) within a piece of music.</b></p> <p><b>I can recognise, naming and explaining the effect of the interrelated dimensions of music.</b></p> <p><b>I can recognise the use and development of motifs in music.</b></p>
	Recognising the features of different genres	<p><b>I can use musical vocabulary to discuss the purpose of a piece of music</b></p> <p><b>I can use musical vocabulary to discuss the purpose of a piece of music</b></p> <p><b>I can identify common features between different genres, styles and traditions of music.</b></p> <p><b>I can recognise and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</b></p>
Performing skill	Singing	<b>I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</b>



	Playing instruments	<p><b>I can show a variety of different pitches on the instrument</b></p> <p><b>I can critically analyse my own performance</b></p> <p><b>I am able to inform and advise on how to overcome technical problems</b></p> <p><b>I can play in time with groups and class when performing solo</b></p> <p><b>I can demonstrate a range of pitch with dynamics in a variety of styles</b></p> <p><b>I can give reasons for different exercises while warming up to play instruments</b></p>
	Notation	<b>I can perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols</b>
Composing skill progression	Purpose/genres	<p><b>I can compose a coherent piece of music in a given style with voices, bodies and instruments.</b></p> <p><b>Begin to improvise musically within a given style.</b></p>
	Use of the inter-related dimensions	<p><b>I can develop melodies using rhythmic variation, transposition, inversion, and looping.</b></p> <p><b>I can compose a piece of music with at least four different layers and a clear structure.</b></p>
	Notation	<b>I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions</b>
	Evaluating and improving work	<b>I can suggest improvements to others work, using musical vocabulary</b>
Vocabulary	<p><b>embouchure, note, brass, trumpet, tenor horn, baritone, tuba, French horn, trombone, stave, treble clef, stave, time signature, crochet, quaver, minim, semibreve, bar line, crescendo, diminuendo, dynamic contrast, style</b></p>	





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<b>Y5</b>	<b>What is a river's journey?</b>		<b>What were the achievements of the Ancient Egyptians?</b>	<b>What did Henry VIII's reign mean for Britain?</b>	<b>Why does the USA have different climate zones?</b>	<b>What's beyond the sky?</b>
Topic related music				Renaissance music Including typical instruments (recorders, harpsichord, voice, strings), where music was performed (church, upperclass home), key composers Henry VIII (madrigals – pastime with good company), Thomas Tallis, William Byrd (church music)	Jazz and Blues music Louis Armstrong B.B. King Bessie Smith	Appraise Holst The Planets Jupiter Mars
N/C objectives	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b> <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b> <b>Listen with attention to detail and recall sounds with increasing aural memory</b> <b>Use and understand staff and other musical notations</b> <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (in assemblies)</b> <b>Develop an understanding of the history of music (in assemblies)</b>					

Unit titles		Looping and remixing Dance music	Changes in pitch, tempo and dynamics Rivers	Composition notation Egyptians	Composition to represent the festival of colour Holi festival	South and West Africa African songs and instruments	Musical Theatre Singing, acting and dancing
Concrete knowledge		<b>Know what a loop is</b>  <b>Know features of dance music</b>	<b>Know what an ostinato is and when it might be used</b>	<b>Know where the notes are placed on a stave (pitch)</b>		<b>Know the features of south and west African music</b>	<b>Know what musical theatre looked and sounded like across the decades</b>
Listening skill progression	Recognising and describing the inter- related dimensions of music	<b>I can compare, discuss and evaluate music using detailed musical vocabulary</b>	<b>I can explain how the music makes me feel with some use of musical terminology to explain that</b>	<b>I can compare, discuss and evaluate music using detailed musical vocabulary</b>  <b>I can Identify the structure of a piece of music and matching this to non-standard notation</b>	<b>I can compare, discuss and evaluate music using detailed musical vocabulary</b>	<b>I can compare, discuss and evaluate music using detailed musical vocabulary</b>	
	Recognising the features of different genres	<b>I can recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical)</b>			<b>I can create a graphic score and describe how this matches the general structure of the music</b>	<b>I can recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical)</b>	<b>I can recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical)</b>  <b>I can explain what musical theatre is and how it's made as well</b>

							<p>as ordering the different types of musical in chronological order</p> <p>I can categorise songs as action songs or character songs and justifying my decisions</p>
Performing skill progression	Singing		<p>I can sing songs in two parts</p> <p>I can sing in tune with developing breath control and in harmony with others</p> <p>I can add relevant dynamics to my singing</p> <p>I can perform a vocal ostinato</p> <p>I can listen to the other members of my group and for my cue to start singing</p>	<p>I can sing in time and in tune with other people and the backing track, remembering the lyrics</p>		<p>I can sing using the correct pronunciation and with increasing confidence</p> <p>I can hold my part within a group performance</p>	<p>I can perform in time with the rest of the group, in tune and with a clear voice with smooth transitions between elements</p>

	Playing instruments	I can work with my group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group		I can work with my group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group	I can work with my group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group	I can work with my group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group	
	Notation	I can perform with accuracy and fluency from graphic and simple staff notation					
Composing skill progression	Purpose/ genres	I can compose a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama)  I can layer loops to create different textures (ICT)  I can create a simple structure for my piece			I can create a vocal composition in response to a picture and justify their choices using musical terms  I can represent colours and shapes with vocal sounds and explain my choices	I can compose a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama)	I can compose a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama)

	Use of the inter-related dimensions	<b>I can create a suitable structure for my piece of music</b>	<b>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</b>  <b>I can compose an ostinato</b>	<b>I can compose and play a melody using staff notation</b>  <b>I can use pitch notation to write down their own melody</b>	<b>I can adjust my dynamics and pitch using a graphic score</b>	<b>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</b>	<b>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</b>
	Notation	<b>I can use staff notation to record rhythms and melodies</b>					
	Evaluating and improving work	<b>I can suggest and demonstrate improvements to own and others' work</b>  <b>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</b>					
Vocabulary	<b>loop, fragment, structure, backbeat</b>	<b>ostinato, cue, dynamics, tempo</b>	<b>graphic notation, grid, score, balance, dynamics, crochet, pitch, staff</b>	<b>graphic notation</b>	<b>chord, rests, break, chord progression,</b>	<b>Jukebox musical, compose, musical theatre, drama, action, musical, transition</b>	



Ambition - Community - Equality

## Curriculum Overview

### Subject: Music

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Y6</b>	<b>What impact did the Maya Civilisation have on Birmingham?</b>	<b>What survives in polar regions?</b>	<b>What was the impact of WWII on the Midlands?</b>		<b>Why was the Industrial Revolution important to the Midlands?</b>	
Topic related music			Vera Lynn – The White Cliffs of Dover Write about how music was there to keep spirits up during the war <u>Music from films about WW2</u> The Great Escape – Elmer Bernstein (Film music) 633 squadron – Ron Goodwin		Know what famous UK celebrations use music – the proms, royal variety performance, and Sunday afternoon in the park bandstand – relate to bandstand in Botanical Gardens still used today research the occasions who started them? Present as a double page spread  Romantic music period (during the industrial revolution) was when music halls were developed where music was now for the masses as people had more money and leisure time so events developed that we see today  Composers Brahms – Hungarian Dance No. 5, Wagner – Die Walkure - Ride of the Valkyries Beethoven – symphony number 9 ode to joy (4 <sup>th</sup> Movement)	
N/C objectives	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b> <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b> <b>Listen with attention to detail and recall sounds with increasing aural memory</b> <b>Use and understand staff and other musical notations</b> <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (in assemblies)</b> <b>Develop an understanding of the history of music (in assemblies)</b>					



Unit titles		Film Music	Dynamics, pitch and tempo: Coast - Fingal's Cave by Mendelssohn	Songs of World War 2	Theme and variation: Pop Art Transposition	Advanced rhythm	Composing and performing a leaver's song
Concrete knowledge		Know the different musical features in a variety of film contexts	Know how to improvise as a group, using dynamics, pitch and tempo	Know how to develop pitch, control then confidence when singing	Know the musical concept of theme and variations	Know what famous UK celebrations use music	Know how to use poetry to write lyrics and accompany with a melody
Listening skill progression	Recognising and describing the inter-related dimensions of music	<p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>I can identify the way that features of a song can complement one another to create a coherent overall effect</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds</p> <p>I can use the terms 'major' and 'minor' and identifying different instruments to describe how music evokes different emotions</p>	<p>I can I can give my opinions of the music I hear</p> <p>I can use creative language to characterise the music</p>	<p>I can talk about songs I have experienced using comparative language</p> <p>I can use fact and opinion to compare songs</p>	<p>I can talk about theme and variations</p> <p>I can relate the idea of theme and variations to Pop Art</p> <p>I can identify the sounds of different instruments</p> <p>I can recall the names of 3 instruments in each section of the orchestra</p> <p>I can relate the sounds of different instruments to different pieces of art</p>	I understand the difference between pulse and rhythm	<p>I can use suitable words and phrases for the chorus of a song and turning the ideas into lyrics</p> <p>I can evaluate a song based on its lyrics, tempo, melody and arrangement</p>

		<b>I can identify pitch, tempo and dynamics, and using these to explain and justify my answers</b>					
	Recognising the features of different genres	<b>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</b>			<b>I can notate rhythms that I have heard</b>	<b>I can recall some features of the Kodaly music method</b>	<b>I can use poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse</b>
Performing skill progression	Singing	<b>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</b>		<b>I can follow the melody line</b>  <b>I can sing the lyrics with meaning</b>  <b>I can sing some sections quieter and some sections louder</b>  <b>I can sing a counter-melody while listening to another melody</b>	<b>I can sing with control and accuracy</b>		<b>I can use a backing track for their song and use vocal improvisation and known melodies over backing tracks</b>

	<p>Playing instruments</p> <p><b>I can work with my group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</b></p>	<p><b>I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating</b></p> <p><b>I can perform a solo or taking a leadership role within a performance</b></p>		<p><b>I can talk about whether the pitch I moving in steps or leaps and if it is higher or lower</b></p>	<p><b>I can stay in time with the pulse while performing complex rhythms using body percussion</b></p>	<p><b>I can explore rhythmic patterns in order to build the sense of pulse - clapping a complex rhythm, talking about the number of beats in a bar</b></p> <p><b>I can follow a rhythm to perform a rhythmic canon</b></p>	<p><b>I can improvise a melody over a four-chord backing track</b></p> <p><b>I can try out melodies I already know over a four-chord backing track</b></p> <p><b>I can perform my improvisation/melody to the class</b></p>
	<p>Notation</p>	<p><b>I can perform with accuracy and fluency from graphic and simple staff notation</b></p>					

Composing skill progression	Purpose/ genres	<b>I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</b>	<b>I can use creative language effectively to produce a performance</b>		<b>I can relate the idea of theme and variations to Pop Art</b>		<b>I can compose a chorus melody for the chorus of our leavers song</b>  <b>I can use different kinds of notations to record and create</b>	
	Use of the inter-related dimensions	<b>I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</b>	<b>I can use dynamics in my improvisation</b>  <b>I can use changes of pitch in my improvisation</b>  <b>I can use changes of texture in my improvisation I can talk about someone else's work and make constructive comments</b>	<b>I can use the words 'pitch' and 'higher/lower' when discussing my work</b>  <b>I can read and interpret a graphic score</b>  <b>I can use colour-code pitches on a notated score</b>	<b>I can rewrite a rhythm to show a 'variation'</b>	<b>I can compose a simple rhythm to perform with my group and write it down as notation</b>		
	Notation	<b>I can record my own composition using appropriate forms of notation and/or technology</b>						
	Evaluating and improving work	<b>I can suggest and demonstrate improvements to own and others' work</b>  <b>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</b>						

Vocabulary	<b>Musical</b> <b>Soundtrack</b> <b>Emotion</b> <b>Imagery</b> <b>Major</b> <b>Minor</b> <b>Orchestral</b> <b>Instruments</b> <b>Graphic score</b> <b>Composition</b> <b>Improvise</b>	<b>Audio/ video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score</b>	<b>music, morale, troops, Vera Lynn, contrast, tempo, step or leap, higher and lower, melody, phrase, pitch</b>	<b>pop art</b> <b>themes and variations</b> <b>orchestra</b> <b>instrument</b> <b>sections</b> <b>powerful</b> <b>energetic</b> <b>relaxing</b> <b>pizzicato</b> <b>ensemble</b> <b>diaphragm</b> <b>melody</b> <b>phrase</b> <b>singing in jumps/ singing in steps</b> <b>body percussion</b> <b>rhythms</b>	<b>canon, rhythm, notate, 'beats in the bar' Kodaly method</b>	<b>Composition</b> <b>Melody</b> <b>Pitch</b> <b>Dynamics</b> <b>Notations</b> <b>Tune</b> <b>Score</b> <b>Chord progression</b>
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Ambition - Community - Equality

## Curriculum Overview

### Subject: Listening and appraising in assembly

	Autumn	Autumn	Spring	Spring	Summer	Summer
<b>Key stage 2</b>	<b>Early music and baroque music</b>	<b>Classical music</b>	<b>Romantic music</b>	<b>20<sup>th</sup> Century/ film music</b>	<b>Jazz/blues</b>	<b>Other cultures</b>
<b>Composer</b>	Vivaldi Bach Handel	Mozart Beethoven Haydn	Brahms J. Strauss Mussorgsky	Holst Ravel Vaughn Williams Coleridge-Taylor Rutter  John Williams Michael Giaccino Christopher Beck	Ella Fitzgerald Duke Ellington Louis Armstrong Benny Goodman	Fanfarra, Samba Piazolla, Tango Ladysmith Black Mambazo, S. African Choral music Trinidad Steel Band, Calypso Kishori Amonkar, Indian Classical Reem Kelani, Palestinian Folk Music Chopin, Polish Folk music Sea Shanties from the UK
N/C objectives	<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b> <b>Develop an understanding of the history of music</b>					
Concrete knowledge	<b>Know the style indicators</b> <b>Know key instruments from that style/ period</b> <b>Know 3 composer/ performer names from that style/period</b> <b>Know that music developed as new instruments were invented</b> <b>Know different purposes for performance</b>					
Listening and appraising skill progression	<b>Give opinions about a piece of music</b> <b>Recognise/ comment on the inter-related dimensions of music</b> <b>Listen to music of differing genres (e.g. jazz, classical, blues) and compare and contrast the different styles</b>					