



Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Singing 1 (beat, pitch) Songs with two notes - so/mi. Call and response and partner songs. Pulse actions. Musical elements: loud/quiet, high/low fast/slow. Introducing the terms pitch and beat. Responding to sung instructions.	Christmas Carols Singing with actions and pitch awareness. Singing from memory. Responding to visual directions. Performing in time with the music.	Singing 2 (types of voices, rests, instruments) Different kinds of voice production. Songs with three notes - so/mi/la. Discriminating between song and rhyme. Understanding rests. Inventing pulse actions. Singing in small groups and in pairs. Responding to musical signals without words. Accompanying songs on untuned percussion instruments in small groups (beat, rests). Singing independently. Starting and stopping at the right time. Inventing a word or sound in a rest.	Singing 3 (rhythm, notation) Singing at different pitches. Using hand movements to show pitch movement. Introducing the term rhythm. Rhythm actions. Counting beats and rests. Following a graphic score for the beat. Recognising songs by their rhythm.		

Year 1	Duration Creating vocal sound effects. Singing with actions and pitch awareness. Developing instrumental playing techniques. Playing simple rhythms on untuned percussion instruments. Developing ensemble playing skills.	Christmas Carols Singing with actions, pitch awareness and good voice projection. Singing from memory. Responding to visual directions. Performing in time with the music.	Pulse and Rhythm Following rhythmic notation (semibreve, minim, crotchet, paired quavers). Combining beat and rhythm. Accompanying songs with rhythmic ostinati (repeated patterns). Changing the speed and length of the beat. Developing ensemble skills.	Pitch Singing, counting in and responding to simple visual directions. Playing the C major scale creating rhythm and pitch patterns. Playing tuned percussion instruments. Following pictures and symbols to guide singing and playing. Improving ensemble skills.
Year 2	Duration Producing vocal and instrumental sounds. Playing rhythmic accompaniments and melodies. Following rhythmic notation (semibreve, minim, crotchet, paired quavers). Singing with increasing vocal control. Instrumental playing techniques. Improving ensemble playing skills.	Christmas Carols Singing with pitch accuracy and increasing vocal control. Following dynamic indications. Responding to visual directions. Performing in time with the music. Singing from memory.	Pulse and Rhythm Singing with pitch accuracy. Following rhythmic notation (semibreve, minim, crotchet, paired quavers). Accompanying songs with a combination of beat, rhythm and rhythmic ostinati (repeated patterns). Rhythmic composition using dot and stick notation.	Pitch Playing simple tunes on tuned percussion instruments. Accompanying songs combining melody and drone. Following dot notation. Melodic improvisation with three notes. Improving ensemble skills.

Year 3	Rhythmic Patterns Reading rhythmic notation (semibreve, minim, crotchet, paired quavers). Combining rhythmic and melodic ostinati. Composing rhythmic ostinati based on spoken phrases. Notating own rhythmic patterns. Improving ensemble skills.	Christmas Carols Singing with pitch accuracy and expression. Following dynamic indications. Responding to visual directions. Performing in time with the music. Singing from memory.	Descriptive Music Identifying the expressive use of tempo, instruments, dynamics, rhythm. Singing with expression and changing dynamics. Composing music to represent sequences of movements. Composing melodic and rhythmic patterns using note values and letter names. Playing melodies and rhythms. Reading rhythmic notation.	Pentatonic Scales Singing with pitch and rhythmic accuracy in harmony. Identifying a pentatonic melody by ear. Reading music notation (semibreves, minims, crotchets/rests, paired quavers, E-F'). Combining melody, beat, rhythmic ostinato and drone. Improvising pentatonic melodies. Improving ensemble and instrumental skills.	Recorder Skills Reading music notation (B, A, G, C/minims, crotchets/rests, paired quavers). Developing recorder playing technique. Improving ensemble skills. Playing in time with the backing tracks. Following leader's visual cues. Following dynamics. Copying simple melodic patterns. Improvising melodies with up to four notes.
Year 4	Clarinet/Trumpet Skills Understanding of basic mouth position and hand positions of the clarinet/trumpet. Knowledge of rhythmic notation (crotchet, quavers, minims, semibreves, rests). Reading simple pitch notation of 5 notes (C-G').		Clarinet/Trumpet Skills Be able to play 7 notes and read them confidently (C-G', low B, low A). Playing semiquavers and syncopated rhythms. Be able to read staff notation while playing their instrument. Responding to dynamic indications.		Clarinet/Trumpet Skills Be able to play 7-10 notes and read them confidently. Following simple dynamic indications. Reading and practising music ready to perform. Improving ensemble and performing skills.

Year 5	Rounds and Singing	African Drumming	Indian Music	Melodic Composition ('Viennese Clock' by Kodaly)
	Singing three-part rounds with pitch accuracy focusing on phrasing.	Listening skills: copying rhythmic patterns.	Identifying structure, instruments, patterns.	Listening skills: identifying musical elements.
	Playing two-part rounds on tuned percussion instruments.	Combining beat, cue and rhythmic patterns.	Rhythmic and melodic improvisation within given structure.	Composing three 8-beat themes with chordal accompaniment in C major scale.
	Singing with a sense of ensemble and performance.	Rhythmic improvisation.	Combining melodic improvisation with rhythmic patterns.	Understanding descriptive music and rondo form (A-B-A-C-A).
	Accompanying with rhythmic patterns, melodic ostinati and triads (I, IV, V).	Playing cyclic patterns.	Combining melodies with two-note drone.	
	Playing major and minor chords.	Following musical cue.	Improving ensemble skills.	
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Year 6	Music Theory and Melodic Composition	Latin American Music		Blues
	Understanding staff notation.	Identifying musical elements.		Playing triads (I, IV, V).
	Understanding and playing triads (major and minor chords).	Combining melodies with rhythmic and melodic ostinati and a bass line.		Following staff notation.
	Improving listening skills (Grade 1-3 ABRSM Aural).	Following a musical cue.		Following the 12-bar blues sequence.
	Improvising and composing melodies over a four-chord sequence.	Improving ensemble skills.		Rhythmic and melodic improvisation (riffs and blues scale).
		Improving listening skills and focusing on the use of music vocabulary.		Using tuned percussion instruments.