

Music Curriculum Overview

Rationale	<ul style="list-style-type: none"> Curriculum for music is driven by the principles of LEARN statement where all learners develop musically with curriculum designed for ambition, engagement, relevance and nurture Specialist teaching ensures a high quality and dedicated time in the curriculum timetable and is invested in heavily by the school and community to ensure that all children have the opportunity to achieve and succeed musically Wide ranging exposure to range of instruments, music, cultures and experiences to ensure the curriculum offers something for every child to be inspired by through listening, performing or composing
Approach	<ul style="list-style-type: none"> Belief in music to unite and inspire creativity and develop cultural capital for all children in historical, cultural, digital and contemporary Specialist teaching for all children richly enhanced by excellence of Wandsworth Music Service and additional input and visits from professional musicians and visits to concert venues Taking part in a range of ensembles singing and instrumental given a high priority and status within the school Diversity in musical genres and traditions is explored in each year group to ensure inclusive and extensive repertoire historically, culturally and stylistically. Quality of resourcing is exceptionally strong with dedicated music room, instruments and music technology

Early Years Foundation Stage

Children will develop music skills learning to <ul style="list-style-type: none"> join in with dancing and ring games begin to build a repertoire of songs and dances. 	Children will develop music skills learning to <ul style="list-style-type: none"> tap out simple repeated rhythm build a repertoire of songs and dance hop confidently and skip in time to music. 	Children will develop music skills learning to <ul style="list-style-type: none"> sing songs, make music and dance, and experiment with ways of changing them represent own ideas, thoughts and feelings through art, music, dance
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Duration/ Pulse	Singing and Accompaniments	BAG Recorder	Orchestral Instrument Basics	Trail Blazer: Johannes Brahms – Hungarian Dance no.05	Djembe Drumming
	What is Duration and Pulse? Can keep the beat to music Can Identify the beats in 4/4 & 3/4 Can identify long and short sounds Can compose sound sequences	To sing songs in unison, rounds and harmony To compose simple ostinato patterns To use drone, bass & chords. To play simple accompaniment To compose ostinato patterns To perform play as ensemble	How to hold instrument & produce a good sound How to read rhythms How to play the sounds BAG To play songs using BAG To improvise simple rhythms To compose using BAG in 4/4 time To notate composition using staff notation To perform as an ensemble	How to hold instrument correctly How to produce a good sound How to read rhythms How to play the first few notes To play songs using those notes To improvise and simple rhythm patterns To perform as an Ensemble	Research the composer & life Identify the main features such as the motif, chords, bass, rhythms, melodies Play and perform the main motif in ensemble on instruments/voice Create your arrangement of the song using garageband tracks Use the interrelated dimensions of music Listen to more Hungarian gypsy music	How to hold drums The different playing techniques To perform / play as an ensemble, To improvise / compose rhythmic patterns To play simple and complex rhythm Play rhythm in unison, groups & round and in call and response To switch between different rhythms.
Vocabulary:	Duration, Long, short, longer, shorter, patterns, crotchet (ta), quavers (ti-ti), pulse, beat, time signature	Unison, harmony, round, Pitch, pulse, rhythm, dynamics, tempo, ostinato pentatonic scale, chord, drone, melody	After half term to also: To learn and practise songs for Christmas performances	After half term to also: To learn and practise songs for Christmas performances in class and assemblies	Bar, melody, off beat, orchestrate, ostinato, pitched and un pitched percussion	Djembe, drums, call, response a tempo, steady pulse, unison, round, groups, switch, triplet and simple rhythm pattern
Autumn 2	Rhythm Christmas concert	Christmas Concert Ocarina Basics			Concert Singing	Concert Singing
	What is rhythm? Different between Pulse & Rhythm To compose rhythm patterns using crotchets, quavers & crotchet rests To learn & rehearse songs for Christmas concert and perform to an audience	How to hold & blow ocarina To play songs using B & D To read simple rhythm notation To improvise using B & D To play as an ensemble To learn & rehearse songs for Christmas concert and perform to an audience			To warm-up the voice Purpose of warm-ups To sing with confidence and fluency To sing in unison accurately To sing in two parts To perform as a large choir. To learn & rehearse songs for Christmas concert and perform to an audience	To warm-up the voice Purpose of warm-ups To sing with confidence and fluency To sing in unison accurately To sing in two parts To perform as a large choir. To learn & rehearse songs for Christmas concert and perform to an audience
Vocabulary:	Pulse, Rhythm, Patterns of long or short, duration,	Ocarina, rhythms, rhythm pattern, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, rests, dynamics, tempo, pitch	rhythm pattern, stave, bar lines double bar lines, repeat, fermata crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch, intervals	Rhythm pattern, stave, bar lines double bar lines, repeat, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch,	Unison, harmony, round, warm-up, pitch, pattern, repeat, pulse, and beats, rhythm, dynamics, and tempo.	Unison, harmony, round, warm-up, pitch, pattern, repeat, pulse, and beats, rhythm, dynamics, and tempo.
Spring 1	Pitch	Ocarina BADD	Recorder BAGCD	Orchestral Instrument Intermediate Section ensemble	Trail Blazers - BBC 10 Pieces George Gershwin: Rhapsody in Blue	Singing Project - Wandsworth
	What is pitch? Identifying high and low sounds Sing and play a range of pitch patterns Can sing and play familiar songs be ear Identify the sections of an orchestra	Expanding rhythmic notation songs using sounds BADD To improve finger co-ordination To compose 2-4 bars in 4/4 time & notate compositions To play as an ensemble	How to produce a good sound To play with more control How to read rhythms Play legato & staccato How to play the sounds BAGCD To play songs using BAGCD To improvise simple rhythms To compose using BAGCD in 3/4 time To notate composition using staff notation To perform as an ensemble	To play with more control To increase confidence on instrument To expand the amounts of notes that can be played To learn a range of songs in different genres To read and follow notation accurately Play in orchestral groups To perform in orchestral groups to an audience	Research the composer and his life Identify the main features such as the motif, rhythms, instruments, tempo, dynamics, purposes Compose a city soundscape using garageband tracks Improve music using the blues scale using instruments / voice Listen to other music by Gershwin	To warm-up the voice effectively Purpose of warm-ups To sing with increasing confidence and fluency To learn songs in a range of genres To sing in unison accurately To sing in two / three-part harmony To sing as a large choir To perform to an audience
Vocabulary:	Pitch, High & Low, higher, lower, step, leap, jump, slide, glissando, pitch pattern, melody, orchestra, string, brass, and woodwind.	Ocarina, rhythms, rhythm pattern, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch	Rhythms, rhythm pattern, stave, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch, and interval.	rhythms, rhythm pattern, stave, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch, orchestra	Coda, ostinato, pitched percussion, pulse, rondo pitched and unpitched percussion	Warm-up, song, parts, harmony, unison, accompaniment, notation, lyrics
Spring 2	Dynamics, Tempo, Structure,	Ocarina - BADDGE			Florence Price – Symphony No. 1 in E minor (3rd mvt)	
	What is dynamics? Can identify, sing / play with range dynamics What is tempo? Can identify, sing / play fast/ slow sounds To compose music with sounds & symbols. To compose music with structures.	Expand rhythm notation to dotted notes. How play songs with BADDGE To improve finger co-ordination To compose 4/4 time & notate composition To play as an ensemble			Research the composer & her life Identify features of music: Juba rhythms, motif, ostinato patterns, tempo, dynamics Play and perform your own version of this song as ensemble Compose your own Juba using garageband Use the interrelated dimensions Listen to other music by Florence E Price	
Vocabulary:	Dynamics, Tempo, Structure, louder /quieter, crescendo, piano, forte, mezzo, fortissimo, pianissimo, allegro, adagio, moderato, getting faster/slower, binary / ternary form	Ocarina, rhythms, rhythm pattern, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch.			Coda, ostinato, pitched percussion, pulse, rondo pitched and unpitched percussion	
Summer 1	Singing Project	Ocarina BADDGEC	Recorder Advanced	Orchestral Instrument Orchestral ensemble	Trail Blazer – BBC 10 Pieces Ravi Shankar: Symphony finale	GarageBand
	To warm-up the voice correctly To learn a range of songs and warm-ups linked with theme. To sing with growing confidence and fluency To sing in unison and canon To sing in a large choir To perform to an audience To learn a range of songs in different genres	To play songs using sounds BADDGEC To improve finger co-ordination To play in time with music To improvise simple patterns with BADDGEC To compose using BADDGEC in 3/4 time using rhythm notation To play as an ensemble	How to produce a good sound To play with more control & fluency How to read rhythms Play legato & staccato How to play the sounds BAGCDEFD To play songs using BAGCDEFD To improvise simple rhythms To compose using BAGCDEFD in 3/4 time To notate composition using staff notation To perform as an ensemble To perform to an audience	To play with more control and fluency To learn more advanced techniques To expand the range of repertoire learnt To read and follow notation accurately and fluently To play large orchestra to an audience To perform as large orchestra to an audience	Explore the composer and his life To explore main features of music symphony, concerto, sitar, music of India, Carnatic music) Improvise using a raga scale and tala drones Compose call & response motif pattern Use the interrelated dimensions of music Record music into garageband Listen to other Indian music on the Sitar	To compose your own music using garage band loops, this involves learning how to: Trigger loops Record music using triggered loops Create your own loops (apple sounds) Compose your own loops (live sounds) Edit individual tracks Edit whole arrangement Compose music with different sections Adjust volume, tempo, order Add EQ & FX Share work with class Evaluate yours and others work
Vocabulary:	Warm-up, singing, unison, round, harmony, call & response, dynamics, tempo, pitch, pulse, duration	Ocarina, rhythms, rhythm pattern, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch	rhythms, rhythm pattern, stave, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch, intervals	Rhythms, rhythm pattern, stave, bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, rests, dynamics, tempo, pitch, orchestra.	Call & response, coda drone, improvised, pitched percussion, raga, un pitched percussion	Garage Band, loops, layering, triggering, recording, FX, Genre, style, compression, EQ, reverb, DJ, volume, track, reverse track, time signature, key signature, tempo, transposition
Summer 2		Ocarina BADDGECF			Trailblazer BBC 10 Pieces Hans Zimmer – Earth	
		To play songs using sounds BADDGECF To improve finger co-ordination To improvise & compose simple using BADDGECF in 3/4 time & notate composition To play as an ensemble Perform to an audience			Research the composer and his life To explore main features of music (sounds & how they were used) To play and perform in ensemble Compose music that tells a story Use the interrelated dimensions Compose using digital music Play and perform in ensemble	
Vocabulary:		Ocarina, rhythms, rhythm pattern, 4bar lines double bar lines, repeat, fermata, crotchet, quaver, minim, semibreve, dotted rhythms rests, dynamics, tempo, pitch.			Crescendo dynamics, duration, motif, pianissimo, pitched instruments, unpitched percussion	

