



Music Curriculum Overview

Year Group		Autumn		Spring		Summer
1	Knowledge	<p>Ourselves Musical focus: Exploring sounds explore ways of using their voices expressively. They develop singing while performing actions, and create an expressive story.</p> <p>Number Musical focus: Beat develop a sense of steady beat through using movement, body percussion and instruments.</p> <p>Animals Musical focus: Pitch develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>Weather Musical focus: Exploring sounds The children use voices, movement and instruments to explore different ways that music can be used to describe the weather</p>	Knowledge	<p>Machines Musical focus: Beat explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in temp</p> <p>Seasons Musical focus: Beat explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in temp</p> <p>Our school Musical focus: Exploring sounds children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography. Pattern Musical focus: Beat develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores</p>	Knowledge	<p>.Story time Musical focus: Exploring sounds The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Our bodies Musical focus: Beat The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p> <p>Travel Musical focus: Performance he children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Water Musical focus: Pitch The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>

	Skills	<p>Listen to music with concentration</p> <p>Use correct musical language</p> <p>Understand pitch is high and low</p> <p>Learn and perform chants</p> <p>Perform chants or songs</p> <p>tempo</p> <p>different instruments</p> <p>respond to music through movement</p>	Skills	<p>Listen to music with concentration</p> <p>Use correct musical language</p> <p>Perform chants or songs</p> <p>Understand how to warm up</p> <p>Different instruments</p> <p>Beat</p> <p>Copy an rhythms</p> <p>perform</p> <p>respond to music through movement</p>	Skills	<p>Listen to music with concentration</p> <p>Use correct musical language</p> <p>Different instruments</p> <p>High and low dynamics</p> <p>Respond to music through movement</p> <p>Understand how to warm up</p>
2	Knowledge	<p>Sounds interesting</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned instruments musically</p> <p>The Long and Short of it</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned instruments musically</p> <p>The long and the short of it</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music §</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music §</p>	Knowledge	<p>Feel the pulse</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Taking off</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes §</p> <p>Play tuned and detuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and</p>	Knowledge	<p>What's the score?</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes §</p> <p>Play tuned and detuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Rain, Rain go away</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-</p>

		Experiment with, create, select and combine sounds using the inter-related dimensions of music.		combine sounds using the inter-related dimensions of music.		related dimensions of music.
	Skills	<p>Listen with concentration to a range of music</p> <p>Find the pulse and hold it in my head</p> <p>Describe a piece of music using musical vocabulary</p> <p>Play instruments with respect</p> <p>Practise, rehearse and perform to an audience</p>	Skills	<p>Find the pulse and hold it in my head</p> <p>Improvise a simple rhythm using instruments and my voice</p> <p>Confidently perform rhymes raps and poems.</p> <p>Tuned and untuned instruments to compose and improvise</p> <p>Play instruments with respect</p> <p>Practise, rehearse and perform to an audience</p>	Skills	<p>Understand that the timbre describes the quality of a sound</p> <p>Texture describes the layers within music</p> <p>Understand words in a song can affect is melody</p> <p>Sing a song in two parts</p> <p>Play instruments with respect</p> <p>Practise, rehearse and perform to an audience</p>
3	Knowledge	<p><u>Ancient worlds</u></p> <p>Explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</p> <p>Learning a verse and chorus song</p> <p>Understanding that melodies have phrases</p> <p><u>Environment</u></p> <p>Exploring layers and layering</p> <p>Songs and poems about places are used to explore music.</p> <p>Create accompaniments and sound pictures to reflect sounds in their local environment.</p>	Knowledge	<p><u>Sounds</u></p> <p>Explores how instruments can be classified according to the sounds they produce. Music from around the world introduces the children to different timbres and structures as they create musical conversations.</p> <p>Learning how sounds are produced and how instruments are classified</p> <p>Learning about aerophones</p> <p>Understanding musical conversation structure</p> <p><u>Communication</u></p> <p>Make music inspired by technology and computing.</p> <p>Explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps</p>	Knowledge	<p><u>Human body</u></p> <p>Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p> <p>Understanding call and response structure</p> <p>Performing word rhythms</p> <p>Food and Drink</p> <p>Composing word rhythms, singing in a round</p> <p>Exploring simple accompaniments using beat and rhythm patterns</p> <p>Using a score and combining sounds to create different musical textures</p> <p>Exploring different types of accompaniment</p>

				Representing sounds with symbols		
	Skills	<p>Listen with direction to a range of high quality music</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Play and perform in solo or ensemble contexts with confidence</p> <p>Begin to listen to and recall sounds with increasing aural memory</p>	Skills	<p>Confidently recognise a range of musical instruments</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Find the pulse within the context of different songs/music with ease</p>	Skills	<p>Sing songs with multiple parts with increasing confidence</p> <p>Understand that composition is when a composer writes down and records a musical idea</p>
4	Knowledge	<p>St Helens Music Service</p> <ul style="list-style-type: none"> -confidently recognise a range of musical instruments and the different sounds they make. -copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. -play and perform in solo or ensemble contexts with increasing confidence. -develop an understanding of formal, written notation which includes minims and quavers. 	Knowledge	<p>St Helens Music Service</p> <ul style="list-style-type: none"> -listen to and recall sounds with increasing aural memory. -sing as part of an ensemble with confidence and precision. 	Knowledge	<p>St Helens Music Service</p> <ul style="list-style-type: none"> -confidently recognise and explore a range of musical styles and traditions and know their basic indicators. -use musical language to appraise a piece of style of music.
	Skills	<p>St Helens Music Service</p> <ul style="list-style-type: none"> -recognise and name different instruments. -be able to copy rhythms. -play and perform to others. -be able to read formal, written notation which includes minims and quavers. 	Skills	<p>St Helens Music Service</p> <ul style="list-style-type: none"> -memorise sounds -sing with confidence. 	Skills	<p>St Helens Music Service</p> <ul style="list-style-type: none"> -recognise a range of musical styles. -understand, recognise and use musical language.
5	Knowledge	Children will learn about different	Knowledge	Children will learn about different types of music throughout the	Knowledge	Children will learn about different types of music throughout the term. It

		types of music throughout the term. It is linked, when possible, to other areas of the curriculum. The two topics for this term are: Our Community and At the Movies.		term. It is linked, when possible, to other areas of the curriculum. The two topics for this term are: Celebration and Solar Systems.		is linked, when possible, to other areas of the curriculum. The two topics for this term are: Life cycles and Keeping Healthy.
	Skills	Compose rhythms from memory. Understand pulse, rhythm and pitch. Sing as part of an ensemble with increasing confidence. Develop an increasing understanding of the history and context of music. Listen with attention to detail.	Skills	Understand pulse, rhythm and pitch. Sing as part of an ensemble with increasing confidence. Develop an increasing understanding of the history and context of music. Listen with attention to detail. Appropriately discuss the dimensions of music and recognise them in music heard.	Skills	Compose rhythms from memory. Understand pulse, rhythm and pitch. Sing as part of an ensemble with increasing confidence. Develop an increasing understanding of the history and context of music. Listen with attention to detail. Appreciate a wide variety of music.
6	Knowledge	*To know what a tuneful song is like. *To know how music has changed through history. *To know what a simple composition is. *To begin to read and write music in formal notation.	Knowledge	*To be able to recall different sounds and details in music and know what these are called. *To know all music is different as it can lead to different areas of the world and traditions	Knowledge	*How different songs need to be sang in different tones or ways. *Develop knowledge of formal notation.
	Skills	*Sing as part of an ensemble with full confidence and precision. *Develop a deeper understanding of the history and context of music. *Appropriately discuss the dimensions of music and recognise them in music heard.	Skills	*Sing as part of an ensemble with full confidence and precision. *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Skills	*Sing as part of an ensemble with full confidence and precision. *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

