

OLI Music Curriculum overview

	Autumn 1 2020
Reception	<ul style="list-style-type: none"> • Sings familiar songs and rhymes, singing solo and with some shape of the melody. Joins in with dancing Finding the beat through body percussion • Explores and learns how sounds can be changed (IRDM) with percussion.- SOUND STORY – PEACE AT LAST/DARK DARK TALE
Year One	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music – Latin American music – Can they move to the beat and identify particular instruments? • Explores and learns how sounds can be changed (IRDM) with both tuned and un-tuned percussion – Traditional Tales soundscape
Year Two	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music – Latin American Music – Can they move to the beat, identify instruments, dynamics and texture? • Experiment with, create, select and combine sounds using the inter-related dimensions of music. – Charanga graphic score / Bee Bee Bumble
Year Three	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – Jazz and Bach • Develop an understanding of the history of music. Jazz and Baroque music • Use and understand staff and other musical notations (CROTCHET, MINIM, CROTCHET REST) • Experiment with, create, select and combine sounds using the interrelated dimensions of music - Spooky Halloween story
Year Five	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory – Songs and body percussion. • Compose music for a range of purposes using the inter-related dimensions of music- Djembe rhythm piece – Music in the time of Covid. • Use and understand staff and other musical notations(CROTCHET, QUAVERS, MINIM, CROTCHET REST, MINIM REST)
Year Six	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory – Songs and body percussion • Compose music for a range of purposes using the inter-related – Tudor Fanfare for possible new monarch, drone, ostinato – Glockenspiels. • Use and understand staff and other musical notations(CROTCHET, QUAVERS, MINIM, SEMI BREVE, CROTCHET REST, MINIM REST, SEMIBREIVE REST)