

Music Curriculum 2024-2025

EYFS Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Learning	Joins in with familiar songs, finding their singing voices. Engage in movements to the steady beat. Experiences, moves and sings loudly and quietly.	Teacher Led: Staff will continue to reinforce the musical learning, key words and songs.	Tap the steady beat using instruments. Claps/ taps simple repeated patterns of rhythms within known songs and chants. Responds to and initiates movement to music. Experiences, moves and sings fast and slow.	Teacher Led: Staff will continue to reinforce the musical learning, key words and songs.	Engages with kinaesthetic movements to high and low. Explore how sounds can be changed with percussion.	Teacher Led: Staff will continue to reinforce the musical learning, key words and songs.
Key Words	Speaking, whispering, singing, loud, quiet. Ukulele Clap Tap Jump Stamp Egg shaker Start Stop Copy me		Fast, slow, claves, tap the way the words go, clarinet, drums, maracas,		Tambourine, high, low, harp, scarves, bells, triangle, chime bar,	
Song Bank / Listening Repertoire	Hello song, good rules song, Sound bag poem, teddy bear, shake and stop, where oh where, walk and stop, Hickerty		Hello song, voices chant, Chinese New Year song, clap, clap (adapted to include tempo) Slowly, slowly, tap, tap, tap your		Hello song, I can rub high, arms high, see saw, bell horses, reach up high, head, stomach, toes,	

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	TickertY, Chop, chop, clap, clap.		claves, the children on the bus they clap their hands etc. Clap/tap your hands it the air with a one two three. Johnny works with one hammer, see saw, Old Mac, Easter egg song, cowboy joe, cobbler.		music land, walking in the rain,	
KS1 Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Musical Learning	<p>Singing - Singing (SM) Different voices incl loud and quiet</p> <p>Live Music - Live Music - Swanee Whistle.</p> <p>Pulse – Movement to recorded music. Track visual representation pulse. Follow pictures and symbols to guide singing and playing, e.g. 4 dots</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Aquarium</p> <p>Listen to ‘Aquarium’, reflecting the character of the music through movement.</p> <p>Sing a unison song rhythmically and in tune.</p>	<p>Singing - Singing (SML) Sing songs in high and low voices , discuss difference.</p> <p>Live Music - Flute / Clarinet (Carnival of animals)</p> <p>Pulse - Move to changing TEMPO</p> <p>Rhythm - Ta and tay tay arms. Ostinati word pattern chants</p> <p>Pitch – SML</p> <p>Notation – Graphic score – read and create rhythms –</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Dawn</p> <p>Active listening using ‘Dawn’ from Benjamin Britten’s <i>Sea interludes</i>.</p> <p>identifying and moving to three contrasting themes.</p>	<p>Singing - Singing (pentatonic)</p> <p>Live Music - Agogo bell / Tamborim</p> <p>Pulse - Play tuned percussion to steady beat</p> <p>Rhythm – identify the difference between rhythm and the beat.</p> <p>Pitch – Explore tuned percussion sounds to enhance storytelling.</p> <p>Notation – Read graphic score denoting pitch</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Nautilus</p> <p>Explore Anna Meredith’s, <i>Nautilus</i> through movement and active listening. Draw to music – engage imaginatively with the music. Compare interpretations of the piece.</p>

	<p>= 4 taps on the drum.</p> <p>Rhythm – Clap Ta Tay Tay.</p> <p>Pitch – Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Notation – Read and perform from graphic score - body percussion cards.</p> <p>Composition/improvisation - Improvisation - vocally with puppet. Compose by ordering body percussion (graphic score body perc. cards)</p>		<p>Fly and spider (Ta and Tay Tay).</p> <p>Composition/improvisation - Improvisation soundscape - vocal and un-tuned percussion – quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps. Goldilocks/train. Compose order of sounds in soundscape.</p>		<p>(Coloured bars showing length of glockenspiel bar on Velcro strip).</p> <p>Composition/improvisation – Improvise with so and mi. Compose sound story using pitched percussion record by using graphic score. (Coloured bars showing length of glockenspiel bar on Velcro strip).</p>	
<p>Key Words</p>	<p>Beat, Rhythm, Drum, Voices, Chant High Low Swanee whiste Improvise Solo</p>	<p>Duration: rhythm, rest, march on the beat</p> <p>Structure: echo, call-and-response, cumulative</p>	<p>Rhythm Call and response Ostinato Tempo Pitch Graphic Score</p>	<p>Pitch: high sounds, low sounds, musical theme.</p> <p>Tempo: beat (a continuous, steady pulse that occurs in songs, rhymes, and music), pulse.</p>	<p>Pitch Tuned percussion Sequence Question and answer</p>	<p>Pitch: the highness or lowness of a note.</p> <p>Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a</p>

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	Un-tuned percussion, Tempo. Body Percussion	Tempo: beat Timbre/texture: walking bass		Timbre: flute, harp, violin, viola, clarinet, orchestra. Other: perform, record a movement piece.		ticking clock or a pumping heart. Duration: the length of a sound, often counted in beats. For instance, a 4-beat note should be counted '1,2,3,4'.
Song Bank / Listening Repertoire	Rain is falling down Hello Song Hello, what's your name Jump, jump, wiggle wiggle Listen, listen. Cuckoo Have you brought your... Boom Chikka Everybody stand up 1, 2, 3 clap your hands like me Buster Rain, rain Cobbler, engine, doggie doggie, feet, feet.	'Aquarium' from The carnival of the animals by Camille Saint-Saëns. <u>Hey, hey</u> <u>Down there under the sea</u>	Rain is falling down Good morning, good morning, Early in the morning (echo song), Early in the morning at 8 o'clock, high low, twinkle, I have got the ball, just from the kitchen, engine, here sits a mousie, we are dancing in the forest, down by the station	'Dawn' from Sea interludes Sailor, sailor on the sea Down by the bay	Rain is falling down Welcome everybody, copy cat, Hill and Gully Rider, button you must wander.	Nautilus by Anna Meredith. Performed by Anna Meredith.
Year 2						
Music Learning	Singing - Singing small pitch range - solo Live Music - Cello / violin.	Teacher Led: Listening and Appreciation:	Singing - Singing following F/P / tempo Live Music Flute / oboe	Teacher Led: Listening and Appreciation: Trains	Singing - Do - So - (cresc. / decresc / pause)	Teacher Led: Listening and Appreciation:

	<p>Pulse - Tempo recognition walk on spot. Rhythm – Clap ta tay tay and shush. Pitch – Play a range of singing games within SML range. Notation - Read stick notation – Ta, tay tay and shush. Structure – Dynamics (F/P) Composition/improvisation - Improvisation - vocally Q&A (Teacher led then child led). Compose by choosing order of stick notation.</p>	<p>Carnival of the animals</p> <p>Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo).</p>	<p>Pulse - Beat grouping Rhythm - Changing tempo - In the Hall of the Mountain King Pitch – Read pitch with iconic notation (So Mi La). Sing short phrases independently within a singing game or short song. Notation - Write stick notation – Ta Tay tay shush. Structure – Question and answer phrases. Composition/improvisation - Improvise simple q&a phrases played on un-tuned percussion. Compose q&a using un-tuned percussion recording by using stick notation.</p>	<p>Listen to and analyse four pieces of music inspired by travel/vehicles. Learn about the musical terms <i>crescendo, diminuendo, accelerando, ritenuto</i>.</p>	<p>Live Music - Recorder (ID Pitch changes) Rhythm - Combine beat and rhythm Pitch – ID pitch changes show with hand signs (Solo). Notation - Recognise dot notation play 3 pitches. Composition/improvisation – Create vocal improvisation from non-musical stim - storm/car race / rocket. Create graphic score to record ideas generated from storm/car race / rocket improvisation.</p>	<p>Swing along with Shostakovich</p> <p>Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). Understand and explain how beats can be grouped into patterns, and identify them in familiar songs.</p>
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<p>Key Words</p>	<p>Beat/Pulse Rhythm Pitch Tempo Ta Tay Tay Shush String Quartet Vocal improvisation Cello Violin Dynamics Structure Solo Stick Notation Greig In the Hall of the Mountain King Un-Tuned percussion</p>	<p>Timbre: strings, piano, glockenspiel. Pitch: high. Rhythm: long/short notes. Articulation: sliding (glissando), smooth (legato). Character: flowing, wavy, smooth.</p>	<p>Forte Piano Beat groupings 2/3 Flute Oboe Question and answer Largo Presto Phrase</p>	<p>Duration: the length of a note. Dynamics: volume, <i>crescendo</i> (gradually getting louder), <i>diminuendo</i> (gradually getting quieter). Tempo: speed, <i>accelerando</i> (gradually getting faster), <i>ritenuto</i> (gradually getting slower). Other: conductor – the person who signals to musicians and often decides the tempo of a piece as well as when it starts and stops.</p>	<p>Crescendo Decrescendo Pitch Gamelan Tuned percussion Graphic score Recorder Gong, drums, metallophone Dot notation Tuned / un-tuned percussion Melodic phrases</p>	<p>Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart. Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s). The first beat of each pattern is often accented and is known as the ‘strong beat’. For example, a 3-time waltz will have a swinging ‘1,2,3, 1,2,3’ feel, while a march in 4-time will have you counting ‘1,2,3,4, 1,2,3,4’ as you walk along. Rhythm: is made up of patterns of different length notes. In this unit, the children will</p>
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						step several rhythmic patterns in their feet. These movements include 'walk' (crotchet), 'jog-ging' (two quavers) and 'skip-ty' (dotted quaver, semiquaver).
Song Bank / Listening Repertoire	High Low, chikka low 1, 2, 3 tap your knees and follow me Walk and stop Name, name, say your name. Doggie doggie Bear hug Hello, how are you? Ickle Ockle Rain, rain. Starlight, starbright Apple Tree	'Aquarium' by Camille Saint-Saëns. 'Characters with long ears' from Carnival of the animals by Camille Saint-Saëns. And the music performed by the Kanneh-Mason family (Lesson 1). Danse macabre	High Low, chikka low Dipido 2, 4, 6, 8 Bells in the steeple Pitch can be a high sound Cherry Pie Bee, bee.	Short ride in a fast machine by John Adams. The little train of Caipira by Heitor Villa-Lobos. 633 Squadron (main film theme) by Ron Goodwin.) The wagon passes (Nursery suite V) by Edward Elgar.	(Possible iSing songs) High Low, chikka low Hi, Bonjour Bow, wow, wow A sailor went to sea, sea, sea As I was walking down the street	Swing-a-long One man went to mow One finger, one thumb Giggle song Oranges and lemons Jazz suite No. 1 – 2. 'Polka' by Dmitri Shostakovich. Jazz suite No. 2 – 6. 'Waltz II' by Dmitri Shostakovich.

LKS2 Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						

<p>Musical Learning</p>	<p>Singing - in unison (do - so) with expression, vary style. Live Music - Piano (Bach Prelude). Pulse – Downbeats. Rhythm - Apply word chants to rhythms, understanding how to link each syllable to one musical note. (Rhythmic Building blocks) Pitch – Sing and play within MRD Notation – Read and play MRD Dot notation. Structure – Echo phrases Composition/improvisation Improvise using un-tuned percussion within whole class on the spot responses (Kye Kye). Compose rhythmic accompaniment to song.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Mingulay boat song and Nao chariya de</p> <p>Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Use some music vocabulary to describe these things. Understand that a folk song is music that belongs to the people of a particular place.</p>	<p>Arts Award completion.</p> <p>Exploring what is an art form, instruments of the orchestra and performing for an audience.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>‘March’ from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky.</p> <p>Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.</p>	<p>Singing - Singing vary structure. Ostinato, layered. Live Music - Tabla (Indian Classical music). Pitch – Identify both rising and falling phrases. Rhythm – Compose with known rhythms. Notation - Recognise stave notation range of a third. Structure – Drone Composition/improvisation - Improvise within MRD tone range using tuned percussion. Compose rising and falling phrases using letter names and rhythms.</p>	<p>Teacher Led:</p> <p>Listening and Appraising.</p> <p>Fly with the stars</p> <p>During the unit, pupils will develop listening skills in recognising a song’s structure and changing chords, practise identifying crotchet and quaver durations.</p>
<p>Key Words</p>	<p>Pulse Rhythm Pitch Crescendo Decrescendo Unison Expression Downbeat Baroque</p>	<p>Duration: time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar). Tempo: faster, slower.</p>	<p>Art Form Orchestra String Brass Percussion Woodwind Conductor Notation Performance</p>	<p>Duration: beat. Pitch: higher, lower. Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-</p>	<p>Structure Ostinato Layers Rhythm Minim/two Pitch Rising phrase Falling Phrase Tabla</p>	<p>Duration: beat/pulse, crotchet (‘walk’), quavers (‘jogging’), crotchet rest (‘shh’), 4/4, bar (4 beats), rhythm. Pitch: chords (A minor/Am, C major/C), drone.</p>

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	Bach Prelude Pachelbel Improvise	Structure: verse, chorus. Pitch: melody, harmony. Timbre: acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric), small guitar like instrument, electric bass, keyboard, voice, flute, hand drum, ektara. Other: traditional/composed song, folk music.	Choir Band Ensemble	response, question-and-answer (an opening phrase that offers a musical question, which is followed by a different second phrase forming an answer), phrase. Timbre: <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation). Other: orchestral suite, ballet.	Semibreve Indian Classical Music Ravi Shankar Sitar Drone.	Structure: intro, verse, chorus, call-and-response, chord pattern. Timbre: drums, shakers, tuned percussion.
Song Bank / Listening Repertoire	Tongo H.E.L.L.O Bow wow wow Ickle Ockle Great Big House Mary had a little lamb Kye Kye Hallelugh chorus	Skye boat song Under the lemon tree Roll the old chariot along	Tongo Hot Cross Buns Rattlin Bog.	As I was walking down the street Feet, feet	Tongo Mary had a little lamb New Day Puppet Pals – Harry Potter Ostinato	Fly with the stars This is what it sounds like Supercalifragilisticexpialidocious Tongo Bobby Shafto
Year 4						
Musical Learning	Latin Dance - Ukulele Listen to a range of Cuban pieces, understanding influences on the music	Fly with the stars – Ukulele Play a part on a ukulele as part of a whole-class performance.	Teacher Led: Listening and Appreciation:	Teacher Led: Listening and Appreciation:	Singing - simple second part Live Music - Flute (Mood music) Rhythm - Perform in 2 or more parts	Teacher Led: Listening and Appreciation: Global Pentatonics

	<p>and recognising some of its musical features.</p> <p>Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.</p> <p>Play a part on ukulele and play as part of a whole-class performance.</p> <p>Improvise percussive drum rhythms to play on the body of the ukulele.</p> <p>Compose a short piece for ukulele, demonstrating the skills learnt.</p>	<p>on-the-spot Improvise phrases using mi-re-do (m-r-d) over a one-chord groove.</p> <p>and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d.</p> <p>Compose rising and falling question-and-answer phrases using m-r-d.</p>	<p>The Pink Panther Theme.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. Talk about the effect of particular instrument sounds (timbre).</p>	<p>Fanfare of the Common Man</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p>	<p>Pitch – Perform in 2 or more parts Notation - Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Structure – Copy short melodic phrases using pentatonic scale (CD EGA) Composition/improvisation - Improvise mood music, with an awareness of tonality. Compose mood music to film record staff / graphic notation. Record creative ideas with tech.</p>	<p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p>
<p>Key Words</p>	<p>Duration: beat/pulse, syncopated rhythm semibreve (4 beats), 4/4, bar Pitch: notes (a, e, f), chords (Am, F), melody, part, major, minor Structure: intro, break, outro, verse, chorus Texture: layering of parts, solo, group, bass, chord, melody</p>	<p>Duration: beat/pulse, crotchet (action word = walk), quavers (action words = jogging), minim (action word = stride), semibreve (action word = wade), crotchet rest (action word = shh), 4/4 Pitch: notes (a, e, c), chords (A minor/Am, C major/C) Structure: intro, verse, chorus, call-and-response, phrase, part</p>	<p>Duration: short notes/detached notes (staccato). Dynamics: quiet / loud, quieter/louder. Pitch: stepping notes/close together notes.</p>	<p>Duration: long and short sounds, repeated rhythm patterns. Dynamics: contrasts, sound and silence, the dramatic effect of silence. Pitch: melody, fanfare, phrase, harmony, chord.</p>	<p>Parts Score Harmony Mood Tonality Pentatonic Beethoven Ode to Joy Staff notation Melodic phrase Structure</p>	<p>Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching. Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion.</p>

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	<p>Timbre: ukulele, piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos, chucking (palm mute), up strum, down strum, pick, percussion</p> <p>Style: Latin, dance, salsa</p> <p>Other: Ukulele tab, stave, Latin America, Hawaii</p>	<p>Timbre: strum (down strum, up strum), pick</p> <p>Other: improvise ('doodle'), pitch words: mi-re-do (m-r-d)</p>	<p>Timbre: Instruments in the piece; piano, vibraphone, saxophone, snare drum, closed high hat, strings, brass. Smooth, detached, clashing, glissando, tremolo, pluck, strum, mute/dampen.</p>	<p>Texture: unison (one part), homophonic (several parts moving together).</p> <p>Timbre: brass instruments, percussion.</p> <p>Other: musical commission – writing a piece of music for a specific purpose or event.</p>		<p>Texture: solo, accompaniment.</p>
<p>Song Bank / Listening Repertoire</p>	<p>I wanna sing scat. Latin Dance</p>	<p>I wanna sing scat. Fly with the stars</p>	<p><u>Boom chicka boom</u> <u>Hot potato!</u></p>	<p><u>Nanuma</u></p>	<p>I wanna sing scat. Music Makes the World go round My voice is really funky</p>	<p><u>Siren</u> <u>Canoe song</u> <u>Cowboy song</u> <u>Everywhere we go</u> <u>Skye boat song</u> <u>Om Namah Shivaya..</u> <u>Busy weaving</u> <u>Desert blues</u> <u>Bobby McFerrin demonstrates the power of the pentatonic.</u> <u>Howard Goodall on pentatonic music</u></p>

UKS2 Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5						
Musical Learning	<p>Singing - Songs with verse and chorus - focus on phrasing</p> <p>Live Music -Cello (Drone) Piano (Chords).</p> <p>Rhythm - Tikka tikka - sight read short rhythmic phrases.</p> <p>Pitch – Introduce triads.</p> <p>Notation – Read semi-quavers and identify triads.</p> <p>Structure – Ternary form</p> <p>Composition/improvisation - Improvisation over drone within untuned perc then with the pentatonic scale, changing dynamics - FF PP MF MP. In pairs compose a ternary piece using the pentatonic scale.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Why We Sing</p> <p>Recognise individual instruments and voices by ear.</p> <p>Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</p> <p>Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting</p>	<p>Singing - rounds - 3 parts</p> <p>Live Music - Flute (sugar plum fairy – Tchaikovsky</p> <p>Rhythm - Understand difference between 2/4, 3/4.</p> <p>Pitch - Read staff notation (octave) including chords.</p> <p>Structure - Chord progression / accompaniment.</p> <p>Notation – Read chords on staff notation.</p> <p>Composition /improvisation</p> <p>Improvise over a simple groove -FF PP MF MP. Compose mood music with chords.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Epoca</p> <p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Demonstrate an understanding of the history of Argentine tango.</p>	<p>Singing - Singing partner songs</p> <p>Live Music - Djembe</p> <p>Rhythm – Tikka tikka and all rests</p> <p>Pitch - Develop playing by ear - id range of step, jump, and a fifth. Play arrangement - mixed ensemble in 3 parts - read pitch notation.</p> <p>Structure – pairs of phrases.</p> <p>Notation – Read and play from staff notation, one of three parts being performed simultaneously.</p> <p>Composition /improvisation – Improvise within contrasting tone sets to generate phrased material for composition. Compose melodies from pairs of phrases.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Balinese gamelan</p> <p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation.</p>

		texture of solo voice and choir, singing in harmony, the lyrics etc.)			Record creative ideas with tech.	
Key Words	Verse Chorus Phrasing Tikka Tikka Semi quaver Triads Cello Drone Improvisation Un-tuned / tuned percussion Dynamics Fortissimo Pianissimo Mezzo Forte Mezzo Piano Ternary Form	<p>Dynamics: quiet, louder, getting louder (<i>crescendo</i>).</p> <p>Pitch: melody, harmony, high voices and low voices.</p> <p>Structure: call-and-response, spoken interludes, phrase.</p> <p>Texture: unison (singing same melody), homophonic (singing in harmony).</p> <p>Timbre: choir, male and female voices, congregation,</p>	Rounds in 3 parts Time Signatures Chords Chord Progression Romantic Music Tchaikovsky First beat / down beat Improvisation Groove	<p>Duration: beat.</p> <p>Pitch: semitone (a half step distance between two pitch levels), bass.</p> <p>Structure: ostinato.</p> <p>Style: tango, neotango, electronic music, fusion.</p> <p>Texture: the result of different musical parts or layers playing together. Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc.</p> <p>Timbre: cello, accordion, singer, drum kit, <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation), <i>legato</i> (smooth articulation of notes, creating a seamless flow in the music).</p>	Partner songs Tikka tikka Semi quaver Djembe Step Jump Fifth	<p>Duration: cycle – a looped pattern of a fixed number of beats.</p> <p>Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole.</p> <p>Timbre: Kendang (drum), ceng ceng (cymbals), pot gongs, hanging gongs.</p> <p>Other: Gamelan beleganjur (Indonesian percussion ensemble, often performed at religious</p>

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		<p>electric piano, bass guitar, drum kit.</p> <p>Other: music for praise, Gospel, spiritual, expression, <i>legato</i>, slide (<i>glissando</i>), note bend, decoration, diction, articulation.</p>				<p>ceremonies), kecak (a vocal chant), cak lesung (rice-pounding rhythms).</p>
<p>Song Bank / Listening Repertoire</p>	<p>Hey, ho! Nobody home. Up the Ladder Hey, hey it's you're lucky day A Ram, sam, sam Sing me a song in the morning Tideo Three Little Birds Ding dong, diggi diggi dong</p>	<p><i>Wade in the water</i> <i>Wade in the water</i> <i>Climbing higher mountains</i> <i>Why we sing</i> <i>Why we sing</i> <i>Shackles (Praise you)</i> <i>This little light of mine</i> <i>Take your burden to the Lord (and leave it there)</i></p>	<p>Hey, ho! Nobody home. My Paddle Hey, Mr Miller</p>	<p><i>Ronda de los conejos</i></p>	<p>Hey, ho! Nobody home. 30 purple birds Donkeys</p>	<p>Cremation ceremony beleganjur procession in Ubud, Bali – Ceng ceng 18cm and Ceng ceng 22cm Kotekan lesung. Kecak monkey chant. ‘The Hindu story of Rama and Sita’</p>

Year 6						
Musical Learning	<p>Singing – Sing songs with syncopated rhythms</p> <p>Live Music - 8 bar blues on piano and the sound of the harmonica.</p> <p>Pitch – identify intervals.</p> <p>Rhythm - Read and perform rhythms 2/4, 3/4, 4/4</p> <p>Notation - Read staff notation including chords M m.</p> <p>Composition/Improvisation - Improvise over a blues chord progression (Slidin’ Blues SingUp). Children will experiment with rhythm/ octaves / chords etc.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Shadows</p> <p>Explore the influences on an artist by comparing pieces of music from different genres. Identify features of timbre, instrumentation, and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p>	<p>Singing - Singing 3 and 4 part rounds - position singers randomly.</p> <p>Listening – Recorded music – Sea Shanties</p> <p>Live Music - sea shanties, played on the accordion.</p> <p>Pitch - Identify major and minor sounds.</p> <p>Rhythm - Perform 8 beat rhythms in 4 parts.</p> <p>Notation - Play chordal accompaniment to Sea shanties.</p> <p>Composition/Improvisation - Improvise within contrasting tone sets.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>You to me are everything</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p>	<p>Singing - Singing partner songs - focus on phrasing - Perform in assemblies/wider audience.</p> <p>Listening – Recorded music - Minimalism - Steve Reich - Music for pieces of wood.</p> <p>Live Music - Piano / clapping (minimalism).</p> <p>Pitch – Identify and play different intervals.</p> <p>Rhythm - Read and play 4 bar phrase id note names and rhythms.</p> <p>Notation - Consolidate all Italian markings.</p> <p>Composition/Improvisation – Compose minimalist piece in pairs, based on pieces of wood, expanding texture and building ideas gradually.</p>	<p>Teacher Led:</p> <p>Listening and Appreciation:</p> <p>Ame sau vala tara bal</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p>

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<p>Key Words</p>	<p>Crotchet Paired quavers Rest Semi quaver Blues Scale Syncopated rhythm Time Signatures Interval Spiritual Work Song Bass line Harmonica Slavery</p>	<p>Timbre: electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins.</p> <p>Other: genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical.</p>	<p>4 part round Positioning Sea Shanty Accordion Chordal accompaniment Folk</p>	<p>Timbre: bass guitar, electric guitar, violins, drum kit, lead and backing vocals/singers, keyboard (Fender Rhodes). Duration: syncopation. Pitch: major scale, modulation/key change. Tempo: beats per minute (bpm), faster, slower.</p> <p>Structure: verse, chorus, middle 8, hooks/riffs. Style: disco, funk, soul, jazz-fusion, latin-jazz. Texture: vocal harmonies (parts that are sung alongside the main melody to make the texture thicker). Other: cover (a version of a song by a singer or band who did not originally perform the song), summer anthem (a song that is released and peaks in its popularity during summer).</p>	<p>Partner songs 4 bar phrase Interval Minimalism Steve Reich Repetition Contrast Drone</p>	<p>Duration: chaal rhythm, bols.</p> <p>Pitch: bhairavi raga.</p> <p>Structure: asthaya (chorus), antara (verse), echo.</p> <p>Tempo: pulse, beat.</p> <p>Texture: solo, unison voices.</p> <p>Other: styles – bhangra, Bollywood, Indian classical music.</p>
<p>Song Bank / Listening Repertoire</p>	<p>Throw Catch Abayo Up the Ladder / Hey, hey Angels – A call and response hymn – Cynthia</p>	<p><u>Good riddance (Time of your life)</u></p>	<p>Throw Catch Senwe Dedende Calypso Wellerman</p>	<p><u>Celebration</u></p>	<p>Throw Catch Hey, ho / Rose Rose Nanuma</p>	<p><u>Ame sau vala tara bal</u></p>

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	Liggins Thomas (YouTube) Liza Jane	What do I know?				
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