

Curriculum Cycle A

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	Weekly singing sessions include vocal warm up exercises and activities which develop musicianship skills, as well as teaching a range of songs in different styles and from different cultures.					
Topic Title	Exploring body Percussion and Action songs	Christmas	Human Rhythm Patterns	Percussion instruments and Sound Games	Graphic Scores	The Character of music: Carnival of the Animals
End of Unit Aims	<p>Children will understand how to improvise simple vocal chants, using question and answer phrases.</p> <p>They will be able to walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p>	<p><u>Year 1</u></p> <p>Pupils will build musical confidence through active engagement with music as performers.</p> <p>They will be able to perform as a class choir, to a live audience.</p> <p><u>Year 2</u></p> <p>Children will be able to perform a range of songs, to an audience, with good control of pitch, tempo, and dynamics.</p> <p>They will be able to follow performance cues or a conductor.</p>	<p>Children will be able to understand and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.</p> <p>They will be able to create and perform their own chanted rhythm patterns and record them using stick notation.</p>	<p>Children will be able to perform short copycat rhythm patterns accurately.</p> <p>They will be able to perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g., ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p>	<p>Children will be able to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>They will be able to recognise how graphic notation can represent created sounds and explore and invent own symbols</p>	<p>Children will learn how to listen critically and to give a response to music they hear.</p> <p>They will gain a deeper understanding of how music is constructed and the impact it can have on the listener</p>

Key Vocabulary	BEAT	SONG	FORTE	INSTRUMENT	RHYTHM PATTERN	ORCHESTRA
	TEMPO	PERFORMANCE	PIANO	TAMBOURINE	SYMBOL	COMPOSER
	SILENCE	AUDIENCE	SINGING IN YOUR HEAD	CABASSA HAND BELLS TAMBOUR DRUM CLAVES		

Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	Weekly singing sessions include vocal warm up exercises and activities which develop musicianship skills, as well as teaching a range of songs in different styles and from different cultures.					
Topic Title	1st Access Recorders	RECORDER PROJECT 2	RECORDER COMPOSITIONS	Introduction to chime bars/glockenspiels/ xylophones	Chime bars/glockenspiels /xylophone compositions	Opera Project
End of unit Aims	<p>Children will be able to improvise on a limited range of pitches on the descant recorder.</p> <p>They will know how to play in a smoothly (legato) or detached (staccato).</p> <p>They will know how to hold and make a clear sound on the recorder and which fingers are used to create a range of at least 5 notes.</p>	<p>Children will understand the symbols for a minim, crotchet, pairs of quavers and a crotchet rest.</p> <p>They will be able to play and perform melodies following staff notation using a small range (Do-So)</p>	<p>Children will be able to combine known rhythmic notation with letter names to create short phrases using a limited range of 5 pitches.</p> <p>They will know how to record melodic ideas using time signatures, a treble clef, rhythm notation and staff notation.</p>	<p>Children will be able to follow and perform simple rhythmic and melodic patterns to a steady beat: maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Children will be able to read and perform and compose using pitch notation relating to the first few steps of the glockenspiel/xylophone (e.g., C-E/do-me).</p>	<p>Children will know about the genre Opera and be able to name some of the key pieces or composers in its history.</p> <p>They will be able to perform songs and choreography from a modern children's opera.</p>
Key Vocabulary	<p>LEGATO</p> <p>STACCATO</p> <p>SCALE</p> <p>IMPROVISE</p>	<p>STAVE</p> <p>TREBLE CLEF</p> <p>TIME SIGNATURE</p> <p>CROTCHET, QUAVERS</p> <p>MINIM</p>	<p>OSTINATO</p> <p>TEMPO</p> <p>ACCOMPANIMENT</p>	<p>CIRCLE OF NOTES</p> <p>SCALE OF C</p> <p>SEQUENCES</p> <p>TERNARY FORM</p>	<p>OPERA, CHORUS</p> <p>CHOREOGRAPHER</p> <p>SOLOIST, SOPRANO, TENOR</p> <p>CONDUCTOR</p> <p>PIT ORCHESTRA</p>	

Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	Weekly singing sessions include vocal warm up exercises and activities which develop musicianship skills, as well as teaching a range of songs in different styles and from different cultures.					
Topic Title	Theme and Variations on Chime Bars	Christmas	Keyboard Melodies and Ostinato Accompaniments	Reggae Project	12 Bar Blues	'The River' - a group composition inspired by Smetana's Vltava.
End of Unit Aims	<p>Children will be able to change the character of a musical phrase by experimenting with different rhythm patterns, chromatic notes, tempo changes, etc.</p> <p>They will know the symbols and names for semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p>	<p>Sing with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style and include songs which involve syncopated rhythms.</p> <p>Perform in the school Christmas Show.</p>	<p>Children will understand how to play the root notes of chord progression as a bassline for a piece of created music.</p> <p>They will be able to work with a partner to create a melodic line, improvised over the bassline.</p> <p>They will understand how to notate pitches C-G (Y5) or C-C (Y6) on a staff, using rhythm notation for crotchets, quavers, minims and semibreves accurately.</p>	<p>Children will understand the difference in sound/intervals between major and minor chords.</p> <p>Children will be able to play the chords of D min and C major to create a piece inspired by Reggae style music.</p>	<p>Children will understand the history and origins of Blues music and the birth of Jazz.</p> <p>They will be able to name some influential jazz musicians.</p> <p>They will know which chords are used to play 12 bar blues in C.</p> <p>They will be able to play a 12-bar blues bassline, either as broken chords or a walking bass.</p> <p>Children will be able to work with a partner to improvise a melody using part of a blues scale.</p>	<p>Children will be able to demonstrate how a musical theme can return in different styles when the elements of music are used in different ways.</p> <p>They will be able to record creative ideas selecting to use graphic symbols, rhythm notation, staff notation or technology, to contribute to composing and performing a group soundscape composition.</p>
Key Vocabulary	THEME VARIATION RHYTHMIC MELODIC	SOLO BACKING TRACK LYRICS SCRIPT NARRATOR	ACCOMPANIMENT OSTINATO MELODY BARS	OFF-BEAT MAJOR/MINOR STEEL PANS	WALKING BASS BLUE NOTES PENTATONIC BLUES SCALE	THEME, STRUCTURE GRAPHIC SCORE STAFF NOTATION

