

Music Curriculum Cycle B

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	The Magic singing box and musical traffic lights.	Christmas	Sound Poems Exploring Percussion Instruments	Exploring patterns of sound and how they can be represented visually.	Exploring Pitched Percussion and High and Low sounds	'No Place Like' project (Composed by Kerry Andrews for BBC Ten Pieces.)
End of Unit aims	Children will be able to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g., stop, start, loud, quiet) and counting in. They will be able to respond to the pulse in recorded/live music through movement and dance.	<u>Year 1</u> Pupils will build musical confidence through active engagement with music as performers. They will be able to perform as a class choir, to a live audience. <u>Year 2</u> Children will be able to perform a range of songs, to an audience, with good control of	Children will be able to create music in response to a non-musical stimulus. Children will be able to explore and name percussion instruments. Children will be able to perform short copycat rhythm patterns accurately. They will be able to perform short repeating rhythm patterns (ostinati)	Children will know how to follow pictures and symbols to guide singing and playing. They will know how graphic notation can represent created sounds. They will be able to explore and invent their own symbols to represent sounds.	Children will develop listening skills and the musical vocabulary to be able to describe sounds in the local school environment, comparing high and low sounds. They will be able to sing familiar songs in both low and high voices and talk about the difference in sound. They will be able to use percussion sounds to enhance storytelling.	Children will understand the difference between creating a rhythm pattern and a pitch pattern. They will know about different stimuli which can inspire a musical composition.

		<p>pitch, tempo, and dynamics.</p> <p>They will be able to follow performance cues or a conductor.</p>	<p>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>and to improvise simple question and answer phrases.</p> <p>They will be able to recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>	
<p>Key Vocabulary</p>	<p>FORTE PIANO</p> <p>SINGING IN YOUR HEAD</p>	<p>SONG</p> <p>PERFORMANCE</p> <p>AUDIENCE</p> <p>SOLO</p> <p>VERSE</p> <p>CHORUS</p>	<p>VOCAL</p> <p>PERCUSSION</p> <p>INSTRUMENTAL</p> <p>INSTRUMENT, TAMBOURINE</p> <p>CABASSA, HAND BELLS</p> <p>MARACA, GUIRO</p> <p>TAMBOUR DRUM, CLAVES</p>	<p>RHYTHM</p> <p>SYMBOL</p>	<p>PITCH</p> <p>HIGH PITCH</p> <p>LOW PITCH</p> <p>IMPROVISE</p>	<p>MOTIF</p> <p>OSTINATO</p> <p>SOUNDSCAPE</p>

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	African Drumming and Creating Rhythm Compositions.	Christmas Show.	Creating a Rap	Building Melodies using Multilink or Lego	Creating chime bar melodies and notating using squared paper.	Exploring Mars from the Planet Suite by Holst.
End of Unit Aims	<p>Children will be able to compose song accompaniments on untuned percussion.</p> <p>They will understand the differences between crotchets and paired quavers and be able to follow rhythmic notation showing crotchets, quavers and a crotchet rest.</p> <p>They will be able to structure musical ideas into a balanced piece of music.</p>	<p>Sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions which show tempo and dynamics .</p> <p>Perform as a choir in the Christmas Show.</p>	<p>Children will be able to apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>They will be able to walk, move, click or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>Children will explore melodic structures and be able to improvise short melodic phrases, using voices and tuned percussion.</p> <p>They will be able to structure musical ideas to create music that has a beginning, middle and end.</p>	<p>Children will develop facility in playing tuned percussion. Play and perform melodies following staff notation using a small range, as a whole class or in small groups</p> <p>They will develop an understanding of the stave, lines and spaces, and clef and be able to use dot notation to show higher or lower pitch.</p>	<p>Children will develop the ability to listen critically.</p> <p>They will gain a deeper understanding of how music is constructed and the impact it can have on the listener.</p> <p>Through exploring the music of other composers, they will develop other areas of musical activity, including composing and performing.</p>
Key Vocabulary	CROTCHET, QUAVERS, SEMI_QUAVERS REST, REPEAT, TIME SIGNATURE (4/4)	LYRICS,MELODY ACCOMPANIMENT INTRODUCTION	RAP , COUPLET SETS, REFRAIN CHANT	SCALE STRUCTURE DURATION	STAVE NOTATION	CODA CRESCENDO DIMINUENDO

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	Exploring Melody composition Techniques on Chime Bars	Christmas	Keyboards: Melodies and Harmonies	Pachelbel Canon Project	Song Composition Project	Danse Macabre Tone Poem Composition Project.
End of Unit Aims	Children will be able to work in pairs to create a ternary form melody, using a C-G with a rhythmic or melodic ostinato accompaniment on pitched percussion or keyboards.	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. Perform in the school Christmas Show.	Children will be able to play a simple melody on keyboards, following staff notation written on one stave and using notes within the range C-G/fa-soh in Y5 and C-C'/do-do range in Y6 Children will understand the effects of dissonance and harmony. They will understand how triads chords are formed, and how play them on a keyboard as block or broken chords.	Children will be able to recognise and know when Pachelbel composed his Canon in D. They will be able to play the 8 note, iconic GROUND BASS/OSTINATO pattern from the Canon, transposed to the key of C, on a keyboard, to accompany well known pop songs which have used Pachelbel's idea. They will be able to work with a partner to create a melodic composition above the 8 note bassline, including an introduction and coda section.	They will be able to work in pairs to create lyrics and a melody for a with an ostinato accompaniment (Y5) or chord accompaniment (Y6). They will structure their songs to include verses and a chorus. Y6 will include a BRIDGE/MIDDLE 8 section.	Children will Understand the differences between 2/4, 3/4 and 4/4 time signatures and be able to 'beat time'. Children will be able to record creative ideas using graphic symbols, rhythm notation and staff notation or technology, to create a group soundscape composition.
Key Vocab ulary	OSTINATO, SCALE ACCOMPANIMENT TERNARY FORM INTRODUCTIONn CODA	SOLO LYRICS SCRIPT	TRIAD CHORDS STAVE SCALE	BAROQUE, GROUND BASS/ILOOP INTRODUCTION CODA, BARS SEMIBREVE	CHORD PROGRESSION BASS LINE CHORUS VERSE	TIMBRE DYNAMICS TEXTURE SCORE

