

Music Curriculum Overview 2022 - 2023

| | | Reception | Year One | Year Two | Year Three | Year Four |
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| Autumn Term | Aims/ Intent | Developing Musicianship: To develop musicianship skills through singing and rhythm work | Developing Musicianship 1: To develop musicianship skills through singing and rhythm work | Developing Musicianship 2: To develop musicianship skills through singing and rhythm work | Pulse, Metre and Rhythm: <ul style="list-style-type: none"> To securely tap pulse and rhythms To start to identify metres To recognise and play from rhythmic notation | Samba: <ul style="list-style-type: none"> To further develop playing body percussion and percussion instruments, in an ensemble, in time To learn some samba-influenced rhythms. To understand syncopation To start to understand Texture To understand some facts about Samba To create a class samba composition with a clear structure and making use of call and response, solo and layered sections. |
| | Content / Implementation | DASP Musical Menu (Autumn Term) | Songs, rhymes and games to develop musicianship and embed the concept of pulse and rhythm. | Songs, rhymes and games to develop musicianship and further embed the concept of pulse and rhythm. | <ul style="list-style-type: none"> Hey You Get with the Flow Crazy Glue Cup Game Found a Peanut Oranges and Lemons Hullabaloo balay Dipidu Engine Engine Queen Caroline Hey Ho Nobody Home Diddle Diddle Dumpling my son John | <ul style="list-style-type: none"> Songs from Year 4 Singing Curriculum Examples of samba music |
| | Key Vocab/ Knowledge | | Pitch (high/low) Dynamic (loud/quiet) Tempo (fast/slow) Pulse Ta and Te te (rhythms) | Pitch (high/low) Dynamic (loud/quiet) Tempo (fast/slow) Pulse and beat Ta and Tete (rhythms) Ostinato Rest Round | <ul style="list-style-type: none"> Downbeat Pulse Rhythm Pitch Barline Bar Ta, Tete, tikatika, ta-a, shh, ta-a-a-a Time Signatures | <ul style="list-style-type: none"> Texture Structure Call and Response Syncopation Ostinato Surdo, Tambourim, Agogo, Chocalho |
| | Key skills | | <ul style="list-style-type: none"> Chanting rhymes in time | <ul style="list-style-type: none"> Chanting songs and rhymes in time, generally in tune. | <ul style="list-style-type: none"> Tapping Pulse in time | <ul style="list-style-type: none"> Singing layered songs |

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| Spring Term | | | <ul style="list-style-type: none"> • Creating different sounds with voices • Singing in tune over a small range • Tapping a pulse whilst singing • Representing pitch through body parts/hand signals • Internalising sounds • Starting to sing in tune as a group • Starting to sing in time as a group | <ul style="list-style-type: none"> • Respond to gestures of teacher. • Singing in tune over a slightly extended range (do-so) • Tapping a pulse whilst singing • Tap a rhythmic ostinato whilst singing • Representing pitch through body parts/hand signals • Internalising sounds | <ul style="list-style-type: none"> • Understanding how to turn words into rhythmic notation • Identifying beats in a bar • Singing and playing in time together. • Composing two bar rhythms and notating them. • Creating a piece with a structure out of rhythms • Understanding basic rhythmic notation (crotchet, quavers, semi-quavers, minims, rest, semi-breve). | <ul style="list-style-type: none"> • Performing syncopated rhythms on percussion instruments • Playing and singing as an ensemble in time. • Taking solo roles as appropriate • Showing an understanding of structure by composing a samba piece with contrasting sections. • Basic rhythmic notation |
| | Performance opportunities / Impact | | Children will start to demonstrate an awareness of pitch and pulse through singing more in tune and keeping together in time. | Children will further demonstrate an awareness of pitch and pulse through singing in tune and keeping together in time. | Creating and performing rhythmic compositions with a clear structure. | Performing syncopated rhythms in layers, in time, as a class. Creating a class piece with contrasting sections. Opportunities to take lead roles. |
| | Aims/ Intent | | Pulse and Rhythm: <ul style="list-style-type: none"> • To understand the concept of rhythm • To create simple rhythms using words • To start to understand how we can notate rhythms Pitch and Tempo (Superheroes): <ul style="list-style-type: none"> • To understand the concept of high and low pitch and fast and slow tempo • To demonstrate this knowledge in creating superhero compositions. | West African Performance: <ul style="list-style-type: none"> • To understand call and response • To practice creating rhythms from words • To practice playing and singing in time British Isles Soundscape: <ul style="list-style-type: none"> • To understand how the musical elements can be used to create a descriptive piece of music. • To understand that music can have a structure • To further develop singing/aural skills by singing partner songs | Recorders: <ul style="list-style-type: none"> • To further develop musicianship skills through singing and rhythm work • To learn to play 3-5 notes on the recorder with good technique • To start to understand how to follow standard notation • To learn about swing rhythms and be able to improvise in a jazz-style using a limited number of notes | Body Percussion: <ul style="list-style-type: none"> • To further develop playing body percussion and using voices in time • To read and play from body percussion symbols (graphic notation) • To compose a body percussion piece with a structure of two sections. Minimalism: <ul style="list-style-type: none"> • Learn to use a simple sequencing software to create music • Learn to compose simple repeating ostinatos using a pentatonic scale |

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| | <p>Content / Implementation</p> | | <ul style="list-style-type: none"> • Pulse is a Steady Beat – performance of pulse and rhythm • Intro to untuned percussion instruments • Build a House • Hot Cross Buns • Intro to tuned percussion • Suerhero motif compositions | <ul style="list-style-type: none"> • Copy Cat • Chest Chest Knee Toe • Double Double • Bala Pata Zoom (Ghanaian) • Kye Kye Kule (Ghanaian) • Traditional Ghanaian singing and drumming video • Class performance of Kye Kye Kule with singing and percussion • Penguins • Dipidu • My Bonny Lies over the ocean • Big Red Combine Harvester • London Bridge / Mary had a little lamb / Peas Pudding Hot partner songs • Sea Interlude – Britten • The Lark Ascending – Vaughan Williams • Amerique – Varese • Effective Soundscape compositions | <ul style="list-style-type: none"> • DASP Singing Curriculum Year 3 repertoire • Recorder: B Groovy, BA Dood, Hot Cross Buns, Pineapple Punch, Mr Cool, Curtain Raiser, Five Jive | <ul style="list-style-type: none"> • Clap the rhythm with me • Boom, snap, clap • Give me one • Bim bum • I think I heard you call to me • I walked to the end of the road • Scooby doo song • In C – by Terry Riley |
| | <p>Key Vocab/ Knowledge</p> | | <ul style="list-style-type: none"> • Pulse, Rhythm, Beat, Ta, Te te, • Dynamics: loud/quiet • Tempo: Fast/slow/accelerando • Pitch: High/Low • Tuned/untuned percussion names | <ul style="list-style-type: none"> • Call and Response • Ostinato • Pulse • Rhythm • Ta and Te Te • Structure • Timbre • Dynamic • Tempo • Pitch • Texture | <ul style="list-style-type: none"> • Pitch (high/low) and note names • Dynamic (loud/quiet) • Tempo (fast/slow) • Pulse/ rhythm/ swing / syncopation • Ta and Tete (rhythms) • Round/ call and response/ ostinato/ drone | <ul style="list-style-type: none"> • Beat • Rhythm • Grid • Structure • Texture • Pentatonic • Ostinato • Beat • Bar • Pedal Note |

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| | Key skills | | <ul style="list-style-type: none"> How to play un-tuned and tuned percussion instruments Keeping a pulse Starting/stopping on signals Playing/copying a rhythm on un-tuned percussion instruments Turning words into rhythms. Creating rhythms using heartbeats/crosses/ta/te notation Singing different pitches in tune Representing pitches through body signs Playing tuned and untuned percussion instruments Demonstrating knowledge of pitch and tempo to create different effects in superhero composition. | <ul style="list-style-type: none"> Call and response Ghanaian song – singing in tune and in time Playing rhythms together in time Singing and playing a rhythmic ostinato Turning words into rhythms Creating a performance with a clear structure Ta and Te Te (crotchet and Quaver) notation Singing together in tune/in time Partner songs – performing different songs at the same time Following a conductor for the performance of compositions. Working together as a team to create compositions | <ul style="list-style-type: none"> Singing songs in a round or with an added ostinato accompaniment Start to learn the recorder using correct technique (up to 5 notes) Singing more complicated pieces in tune and in time as a group Playing a variety of pieces on the recorder with good technique in time/in tune as a group Improvise using a limited number of notes in a swing style Develop understanding of rhythmic and pitch notation (treble clef) | <ul style="list-style-type: none"> Performing body percussion in time Singing in time with body percussion at the same time Performing body percussion in two parts Composing a body percussion piece with a structure of two sections Body percussion graphic score Learning to use simple sequencing software (Chrome Music Lab Songmaker) Composing using Ostinatos Varying texture to create interest in a composition Composing using the pentatonic scale |
| | Performance opportunities / Impact | | <p>Keeping a pulse as a group</p> <p>Demonstrating the difference between pulse and rhythm through activities relating to ‘Pulse is a Steady Beat’.</p> <p>Showing and understanding of pitch</p> <p>Demonstrating knowledge of pitch and tempo to create different effects in superhero composition.</p> | <p>Class performance of Kye Kye Kule with singing and percussion – playing in time and creating a well-structured performance.</p> <p>Create three contrasting soundscape compositions and perform them as a class. Further develop singing skills including singing partner songs in 2 or 3 parts.</p> | Class performances of a variety of pieces on recorder. | <p>Composition and performance of body percussion composition using A and B sections</p> <p>Creating a minimalism composition on Chrome Music Lab</p> |
| Summer | Aims/ Intent | | <p>Timbre and Rhythm (Three Little Pigs):</p> <ul style="list-style-type: none"> To understand the concept of timbre. | <p>Musical Me (glockenspiel performance):</p> <ul style="list-style-type: none"> To learn some basic Glockenspiel skills | <p>Mars:</p> <ul style="list-style-type: none"> To listen and reflect on a piece of orchestral music To learn musical ostinati from Holst’s Mars and | <p>Film Music Composition:</p> <ul style="list-style-type: none"> To learn the difference between major and minor sounds |

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| | | <ul style="list-style-type: none"> To understand how music can be used to tell a story. To understand how words can be turned into rhythms <p>Musical Vocabulary (Carnival of the Animals):</p> <ul style="list-style-type: none"> To demonstrate an understanding of key musical vocabulary: Tempo, Dynamic, Pitch, Timbre, Rhythm | <ul style="list-style-type: none"> To start to follow simple dot notation To further develop understanding of pitch and melody <p>Hansel and Gretel (opera performance):</p> <ul style="list-style-type: none"> To understand how drama and emotion can add to the impact of a musical performance (opera). | <p>structure them into a piece</p> <ul style="list-style-type: none"> To invent own musical ostinato and create a piece with a clear structure. To perform as an ensemble <p>Chinese Music:</p> <ul style="list-style-type: none"> To understand what a Pentatonic Scale is. To compose a pentatonic melody using grid notation. To play tuned and untuned percussion in a composition for a specific effect. | <ul style="list-style-type: none"> To use the elements of music effectively to create particular effects to tell a story To sequence sounds into a structure to tell a story <p>Rock and Roll Music:</p> <ul style="list-style-type: none"> To Learn some background about Rock and Roll Music To recognise and play the 12 bar blues chord pattern (using single notes) To sing Rock Around the Clock To play swing rhythms To improvise in a rock and roll style using 3 notes |
| Content / Implementation | | <ul style="list-style-type: none"> Hello Everyone Can you use your speaking voice? (timbre, tempo, dynamics) Tony Chestnut (thinking voice) Composing music to fit the Three Little Pigs story. Intro to instruments of the orchestra: Peter and the Wolf (Prokofiev) Hello Everyone Hey Hey look at me (altering with musical elements) Teddy Bear Teddy Bear Shake, Shake, Shake the sillies out Dr Knickabocka Saint Saens - Carnival of the Animals | <ul style="list-style-type: none"> Once a Man Fell in a Well Hello Everyone Mummy Bear Build a House Hot Cross Buns High Low Chickalow Danse Macabre Glockenspiel performance Hop Hop Hop from Hansel and Gretel | <ul style="list-style-type: none"> Mars by Gustav Holst Composition of own piece inspired by Mars, using ostinatos. Chest Chest Knee Toe Lil Liza Jane Song of the Dragon Traditional Chinese music | <ul style="list-style-type: none"> A Night on the Bare Mountain Ah Poor Bird Bumblebee Tuna Breakfast Song Composing a motif using notes of a major and minor triad Composing descriptive music to fit a story using tuned and untuned percussion instruments. Rock around the clock Blue Suede Shoes Oh Boy Born to Hand Jive |
| Key Vocab/ Knowledge | | <ul style="list-style-type: none"> Rhythm Pulse | <ul style="list-style-type: none"> Timbre Dynamic | <ul style="list-style-type: none"> Dynamic Crescendo | <ul style="list-style-type: none"> Major and Minor Motif |

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| | | <ul style="list-style-type: none"> • Timbre (inc instrument names) • Rhythm • Dynamic • Tempo | <ul style="list-style-type: none"> • Tempo • Pitch • Pulse • Rhythm • Ta and Tete • Character | <ul style="list-style-type: none"> • Ostinato • Pulse • Rhythm • Structure • Melody • Pentatonic • Drone • Dynamics (crescendo) • Tempo (accelerando) | <ul style="list-style-type: none"> • Dynamics – loud/quiet/crescendo • Tempo – fast/slow/accelerando • 12 bar blues • Improvisation • Swing rhythms |
| Key skills | | <ul style="list-style-type: none"> • Singing/chanting in time and in tune with others. • Playing rhythms mostly in time • Playing some percussion instruments with control • Creating music to follow the structure of the story of the Three Little Pigs. • Creating a range of different sounds with instruments and voices. • Creating simple graphic scores • Experimenting with the different sounds that percussion instruments/voice can make. • Tap pulse whilst chanting • Creating simple graphic scores | <ul style="list-style-type: none"> • Playing a piece with 3 or 5 notes on the Glockenspiel • Playing an ostinato on the Glockenspiel • Playing in time as a class ensemble • Improvising melodic patterns using three notes • Dot notation for pitch and Ta/Tete notation for rhythm • Creating a convincing characterful performance • Singing together in tune • Performing body percussion in time | <ul style="list-style-type: none"> • performing a rhythmic ostinato in 5 time on untuned percussion instruments. • layering rhythmic ostinatos and playing as an ensemble in time. • Composing a rhythmic ostinato over 4 beats. • To create a piece with a defined structure as a class. • Singing a melody and playing a drone ostinato on tuned percussion • Performing a pentatonic melody on tuned percussion. • Following gestures of the teacher. • Playing tuned percussion together in time. • Composing using notes of the pentatonic scale • Composing using unfinished/finished phrases (antecedent and consequent phrasing) • Grid notation | <ul style="list-style-type: none"> • Singing in layers • Recognising Major and Minor Sounds • Composing a motif using major and minor triad. • Singing in tune • Learning to recognise the 12 bar blues pattern • Playing glockenspiels in time with notes that are not adjacent to each other – locating 3 notes including Eb • Improvising using 3 notes in a swing rhythm |
| Performance opportunities / Impact | | <ul style="list-style-type: none"> • Performing chanting/playing rhythms as a class in time to a pulse. • Creating different timbres with percussion instruments | <ul style="list-style-type: none"> • Performing <i>Once a Man Fell in the Well</i> on the glockenspiel with an ostinato accompaniment | <ul style="list-style-type: none"> • Performing a class composition of a piece inspired by Mars, using ostinatos and within a clearly defined structure. | <ul style="list-style-type: none"> • Creation of music to accompany a film using major and minor sounds at appropriate moments. Performance of composition in small groups. |

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| | | | <ul style="list-style-type: none">• Making choices about the musical elements to create descriptive compositions. | <ul style="list-style-type: none">• Performing <i>Hop Hop Hop</i> as a class, with actions and acting. | <ul style="list-style-type: none">• Performing a class performance of Dance of the Dragon, including singing with drone accompaniment and a pentatonic melodic composition. | <ul style="list-style-type: none">• Whole class performance of Rock around the Clock with Glockenspiel accompaniment and improvisation sections. |
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