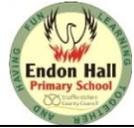
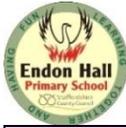


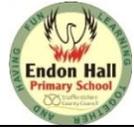
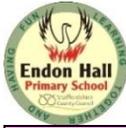


### Music Curriculum Overview

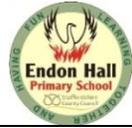
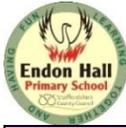
Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> <li>-Pulse</li> <li>-Rhythm</li> <li>-Pitch</li> <li>-Percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>-Hector Villa Lobos - <b>Bachianas brasileiras</b></li> <li>-World music</li> <li>-sea shanties</li> <li>-Bernstein - <b>West side story</b></li> </ul>	<ul style="list-style-type: none"> <li>-Explore making different basic sounds with the voice</li> <li>-Show a basic understanding of pulse.</li> <li>-Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>- Say words/rhymes create simple rhythmic patterns</li> </ul>		<ul style="list-style-type: none"> <li>-Explore making different sounds with instruments.</li> <li>-Show an understanding of pulse</li> <li>-Sing and chant songs and rhymes in unison.</li> <li>-Clap/play to create simple rhythmic patterns.</li> <li>-Make a piece of music to illustrate a character or mood.</li> </ul>		<ul style="list-style-type: none"> <li>-Start and stop at the appropriate time.</li> <li>-Follow a leader when performing as a group.</li> <li>-Improvise a rhythm/sound over a given number of beats.</li> <li>- Add sound effects to a story.</li> <li>- Understand simple graphic notation - one sign for a sound or group of sounds.</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>-Phrase</li> <li>-Patterns</li> <li>-Dynamics</li> <li>-Tempo</li> <li>-Melody</li> <li>-Composer</li> </ul>	<ul style="list-style-type: none"> <li>Hector Villa Lobos - <b>Bachianas brasileiras</b></li> <li>-Robbie Williams</li> <li>- Bizet - <b>Suites from Carmen</b></li> <li>- Bernstein - <b>West side story</b></li> </ul>	<ul style="list-style-type: none"> <li>-Perform a simple melody using voice</li> <li>-Perform with a basic sense of pulse.</li> <li>-Start to understand the difference between pulse and rhythm.</li> <li>-Develop an awareness of diction when singing.</li> <li>-Play simple rhythms. -Autumn + summer</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Improvise a rhythm/sound over a given number of beats Begin to recognise how music will fit a topic/theme.</li> <li>-Experiment with different timbres to create effects.</li> <li>-Begin to recognise the sounds of different instruments (timbre)</li> <li>-Sing and recognise simple melodic shapes and patterns. (remove simple for spring, more complicated for Summer)</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> </ul>		<ul style="list-style-type: none"> <li>-Perform a simple melody using instruments.</li> <li>-Perform with a stronger sense of pulse</li> <li>-A stronger sense of an awareness of diction with singing,</li> <li>-Play simple rhythms.</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Begin to recognise how music will fit a topic/theme.</li> <li>-Combine different timbres to create effects.</li> <li>-Begin to understand how instrumental sounds are produced.</li> <li>-Sing and recognise melodic shapes and patterns.</li> <li>-Take a lead in activities that involve imitation or call and response.</li> <li>-Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>		<ul style="list-style-type: none"> <li>-Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>-Perform with a stronger sense of pulse</li> <li>-Sing/chant in unison and with a simple second part.</li> <li>-A stronger sense of an awareness of diction with singing</li> <li>-As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>-Play simple rhythms.</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>-Begin to recognise how music will fit a topic/theme.</li> <li>-Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>Understand that music can be notated in different ways.</li> <li>-Combine different timbres to create effects.</li> <li>-Begin to understand how instrumental sounds are produced. + Summer</li> <li>-Sing and recognise more complicated melodic shapes and patterns.</li> </ul>	



			<p>-Talk about own and peers' work and make simple suggestions for improvement. Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</p>		<p>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. -Talk about own and peers' work and make simple suggestions for improvement. Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</p>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>-Articulation</li> <li>-Improvise</li> <li>-Round/cannon</li> <li>-Timbre</li> <li>-Graphic score</li> <li>-Notation</li> <li>-Verse/chorus</li> </ul>	<p><b>Hector Villa</b> <b>Lobos -</b> <b>Bachianas</b> <b>brasileiras</b></p> <p><b>-Gustav</b> <b>Holst-The</b> <b>Planets</b></p> <p><b>-Steve Reich</b> <b>-Minimalism</b></p> <p><b>-Georges</b> <b>Bizet -</b> <b>Suites from</b> <b>Carmen</b></p> <p><b>-Leonard</b> <b>Bernstein -</b> <b>West side</b> <b>story</b></p>	<p>-Play a simple melody with a limited technical control of the instrument/voice to create a pleasing sound. -Perform, demonstrating changes in dynamics, pitch, tempo and articulation. -Demonstrate the difference between pulse and rhythm. -Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. -Understand and respond to visual cues for starting and stopping. -Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. -Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). -Make four-bar rhythms in groups, pairs or individually. -Recognise and describe how sounds are made on different instruments. -Sing and recognise short melodic shapes and rhythmic patterns from memory. -Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. -Make constructive comments on own and others' music to develop compositions and performances. -Make simple connections and comparisons with music being listened to and own compositions and performances.</p>	<p>-Play a simple melody with a technical control of the instrument/voice to create a pleasing sound. -Perform, demonstrating changes in dynamics, pitch, tempo and articulation. -Demonstrate the difference between pulse and rhythm. -Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. -Understand and respond to visual cues for starting and stopping. -Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. -Sing rhythmically using a limited range of notes of approximately an octave with increased control. -Improvise with increasing confidence. (e.g. using 2 - 3 notes). -Understand how changes in pitch can be shown on a graphic score. -Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). -Recognise and describe how sounds are made on different instruments. -Sing and recognise short melodic shapes and rhythmic patterns from memory. -Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. -Recognise different metres (e.g. 3 time and 4 time). -Make constructive comments on own and others' music to develop compositions and performances. -Make connections and comparisons with music being listened to and own compositions and performances.</p>	<p>-Play a simple melody with a technical control of the instrument/voice to create a pleasing sound. + Summer -Perform, demonstrating changes in dynamics, pitch, tempo and articulation. -Demonstrate the difference between pulse and rhythm. -Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. -Understand and respond to visual cues for starting and stopping. -Can direct others to start and stop using gestures. -Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. + Summer -Sing rhythmically using a limited range of notes of approximately an octave with increased control. -Contribute to a group composition which has a definite start, performance and finish and playing own part. -Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. -Understand graphic scores and how more than one sound can play at a time. -Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. -Can direct others to start and stop using gestures. -Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). -Recognise and describe how sounds are made on different instruments.</p>



			<p>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>	<p>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>	<p>-Sing and recognise short melodic shapes and rhythmic patterns from memory.          -Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.          -Make constructive comments on own and others' music to develop compositions and performances.          -Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>
<p><b>Year 4</b></p>	<p>-Graphic score          -Ostinato          -Structure - binary/ternary          -Stave          -Graphic notation          -Soundscape          -Metre/beats in a bar          -Woodwind, brass, strings          -Scale          -Repetition</p>	<p><b>Hector Villa Lobos - Bachianas brasileiras</b>  <b>-Gustav Holst -The Planets</b>  <b>-Steve Reich -Minimalism</b>  <b>-Georges Bizet -Suites from Carmen</b>  <b>-Leonard Bernstein - West side story</b></p>	<p>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.          -Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.          -Improvise with increasing confidence (e.g. using 2 - 3 notes). Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre.          -Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.          -Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.          -Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.          -Make constructive comments on own and others' music to develop</p>	<p>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.          -Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.          -Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.          -Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.          -Construct a piece with a simple structure (e.g. Binary or Ternary).          -Improvise with increasing confidence (e.g. using 2 - 3 notes).          -Can add own words to an existing tune to make a new song          -Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.          -Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.          -Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.          -Recognise different metres (e.g. 2, 3 or 4 time).          -Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</p>	<p>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.          -Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.          -Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.          -Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.          -Improvise with increasing confidence (e.g. using 2 - 3 notes).          -Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.          -Begin to show an awareness of how changes in pitch can be shown on a stave.          -Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.          -Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.          -Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.          -Make simple connections and comparisons with music being listened to and own compositions and performances.</p>



			<p>compositions and performances discussing some of the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>-Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>-Crotchet / minim</li> <li>-Sequence</li> <li>-Pentatonic</li> <li>-Names of notes</li> </ul>	<p><b>Hector Villa Lobos - Bachianas brasileiras</b></p> <p><b>-Gustav Holst-The Planets</b></p> <p><b>-Steve Reich -Minimalism</b></p> <p><b>-Georges Bizet -Suites from Carmen</b></p> <p><b>-Leonard Bernstein - West side story</b></p>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>-Maintain a third part in vocal or instrumental piece.</li> <li>Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Is beginning to compose using conventional notation for rhythms and/or pitch.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> </ul>



			<ul style="list-style-type: none"> <li>-Recognise and identify instrumental families aurally.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally.</li> <li>-Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>-Rondo</li> <li>-Conventional notation</li> <li>-quaver</li> <li>-semibreve</li> <li>-dotted minim</li> <li>-variation</li> </ul>	<p><b>Hector Villa</b> <b>Lobos -</b> <b>Bachianas</b> <b>brasileiras</b></p> <p><b>-Gustav</b> <b>Holst-The</b> <b>Planets</b></p> <p><b>-Steve Reich</b> <b>-Minimalism</b></p> <p><b>Music from</b> <b>the Americas</b></p>	<ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Maintain a third part in a vocal or instrumental piece.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> </ul>	<ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Construct a piece with a more complex structure (e.g. Rondo,).</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Notate compositions using a variety of methods, incorporating the inter-related</li> <li>Recognise and identify instrumental families aurally, including instruments from different</li> </ul>



		<ul style="list-style-type: none"><li>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li><li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li><li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Recognise a variety of metres.</li><li>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li><li>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li><li>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li></ul>	<ul style="list-style-type: none"><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Recognise a variety of metres.</li><li>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li><li>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li><li>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li></ul>	<p>genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p> <ul style="list-style-type: none"><li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li><li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li><li>-Recognise structures in the music that is being performed or listened to (Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</li><li>-Compare and discuss differences in performances of the same piece of music.</li></ul> <p>Recognise a variety of metres.</p> <ul style="list-style-type: none"><li>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li><li>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li><li>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li></ul>
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