



Music: Curriculum Overview 23 - 24

NB. Concepts that have been presented are subsequently consolidated, practiced and interwoven into activities that follow.

Performance, composition, listening and appraising activities are taught holistically throughout all topics.

Where relevant and appropriate to musical development, repertoire will be linked to topic work and calendar events.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	'Music and Me' -Establishing routines & following musical cues. Rhythm Readiness: -Subconscious experience of moving with another person and performing gross motor (upper body) actions in time with the beat. Pitch readiness: -Differentiating between speaking and singing voices.	'Celebration Music' -Join in singing and chanting a range of songs and rhymes associated with celebrations. Rhythm Readiness: -Performing gross motor (upper body) actions in time with the beat. Pitch readiness: -Explore sounds that 'go up' and 'go down'.	'Exploring Sounds' Rhythm Readiness: -Keeping the beat with a partner. Pitch readiness: -Pitch matching with others. Explore high and low sounds -Explore the sounds made by classroom percussion instruments and sound-makers and how they can be manipulated. Explore loud and quiet sounds.	'Musical March' Rhythm Readiness: -March and play instruments in time with the beat. -Clap and play the rhythm of known rhymes. Pitch readiness: -Pitch matching with others and on our own. Sing short 'response' phrases on our own.	'Rhythm Rhymes' Rhythm Readiness: -Explore long and short sounds. -Recognising a rhyme from the rhythm. -Echo unknown rhythm patterns – moving from using words to without. Pitch readiness: -Pitch matching with others and on our own.	'Stories and Sound' Rhythm Readiness: -Differentiate between beat and rhythm. -Echo unknown rhythm patterns without words. Improve own rhythm patterns. Pitch readiness: -Continue to develop pitch matching and inner hearing. -Add appropriate sound effects to a story. Organise given sounds into a sequence.
	'Feel the Beat ' Rhythm Readiness: -Consolidation of beat and rhythm, and practice differentiating between the two. -Consolidation of known repertoire for ta and ti-ti. Pitch readiness: -Continue developing pitch matching skills and inner hearing.	'Performing Together' Rhythm Readiness: -Differentiating between beat and rhythm and combining the two. -Consolidation of known repertoire for ta and ti-ti. Pitch readiness: -Consolidation of sounds that get higher and get lower. -Preparation of Christmas performance	'Rhythm Monsters' Introduction to rhythm notation -Prepare and Present ta and ti-ti Pitch Readiness: -Practice high and low sounds through use of the voice. -Consolidation of known repertoire for so and mi.	'Jack and the Beanstalk' -Consolidate and Practice ta & ti-ti, Pitch Readiness: -Practice identifying high and low sounds -Using graphic score to represent pitch. -Consolidation of known repertoire for so and mi, substituting text for 'high' and 'low'	'Composers' -Practice ta & ti-ti, - Introduction to staff notation -Prepare & Present so and mi - Composing in response to a stimuli (exploration of how music can create an effect).	'Mr Topsy Turvy' -Consolidate and Practice ta & ti-ti, so & mi. -Repertoire for ta rest -(Prepare & Present ta rest – if the children are ready) -Decoding, rearranging and composing rhythms and melodies. -Tuned Percussion – So and Mi
Year 1	'Carnival of the Animals' -Consolidate and Practice ta & ti-ti, so & mi. -Consolidate known repertoire for ta rest - Prepare ta rest -Exploring how music can create an effect.	'Performing Together' -(cont.) Prepare and Present ta rest -Practice so and mi -Topic related and Christmas performances, to include adding a rhythmic or simple tuned ostinato. -Tuned Percussion - So, Mi	'Dragon Dance' -Consolidate and Practice ta Rest -Present duple metre -Practice so and mi. -Consolidate known repertoire for la -Tuned Percussion:- So, Mi -Performing and composing ostinatos.	'Silver Spider' -Consolidate and Practice ta rest and duple metre -Prepare and Present la -Tuned Percussion - so, mi, la -Composing in response to a stimuli.	'Brown Bear, Brown Bear, What Do You See?' -Quadruple Metre, bar lines -Consolidate so, mi and la -Tuned Percussion - So, Mi, La	(1st Access Recorders 1) -Consolidate known rhythms and pitches. -Repertoire for too -(Prepare and Present too - if the children are ready) -Repertoire for do -Introduction to the recorder B & A
Year 2	'Carnival of the Animals' -Consolidate and Practice ta & ti-ti, so & mi. -Consolidate known repertoire for ta rest - Prepare ta rest -Exploring how music can create an effect.	'Performing Together' -(cont.) Prepare and Present ta rest -Practice so and mi -Topic related and Christmas performances, to include adding a rhythmic or simple tuned ostinato. -Tuned Percussion - So, Mi	'Dragon Dance' -Consolidate and Practice ta Rest -Present duple metre -Practice so and mi. -Consolidate known repertoire for la -Tuned Percussion:- So, Mi -Performing and composing ostinatos.	'Silver Spider' -Consolidate and Practice ta rest and duple metre -Prepare and Present la -Tuned Percussion - so, mi, la -Composing in response to a stimuli.	'Brown Bear, Brown Bear, What Do You See?' -Quadruple Metre, bar lines -Consolidate so, mi and la -Tuned Percussion - So, Mi, La	(1st Access Recorders 1) -Consolidate known rhythms and pitches. -Repertoire for too -(Prepare and Present too - if the children are ready) -Repertoire for do -Introduction to the recorder B & A



<p>Year 3</p>	<p>1st Access Recorders 2</p> <p>-Consolidate and practice known rhythms: ta & ti-ti, ta rest. -Prepare and Present Too -Consolidate and practice known pitches: so, mi and la. -Repertoire for do. -Recorders: B & A -Instruments of the Orchestra: Woodwind</p>	<p>'Christmas Performance'</p> <p>-Consolidate and Practice too -Repertoire for tika-tika -Consolidate known repertoire for do. -Using the handbells & chimebars to prepare a Christmas performance</p>	<p>'Storm Interlude'</p> <p>-Consolidate known repertoire for tika-tika -Prepare and Present do Repertoire for re</p>	<p>'Stoneage Stomp'</p> <p>-Prepare & Present tika-tika -Consolidate known repertoire for re -Rhythm Grids Polyrhythms Exploring rhythmic ostinatos through body percussion.</p>	<p>'Hot Cross Buns'</p> <p>-Consolidate and Practice tika-tika -Prepare & Present re Creating an arrangement</p>	<p>1st Access Recorders 3</p> <p>-Consolidate and practice known rhythms: ta, ti-ti,, ta rest, too, tika tika -Repertoire for ti-tika -Consolidate and practice re (drm) -Absolute names. -Recorders: B, A, G (mi, re, do)</p>
<p>Year 4</p>	<p>'Sea Songs and Shanties'</p> <p>-Consolidate and practice known rhythms: ta, ti-ti,, ta rest, too, tika-tika -Prepare and Present ti-tika -Repertoire for tika-ti -Consolidate & practice re Moving to practice of drms -Performing ostinatos in time with a song.</p>	<p>'Classroom Orchestra'</p> <p>-Practice ti-tika -Practice do pentatonic -Repertoire for high do -Working as a class to prepare a Christmas performance.</p>	<p>'Dragon Dance 2'</p> <p>-Prepare and Present Present tika-ti -Practice do pentatonic (including creating) -Consolidate known repertoire for high do -Composing layers within a given structure. Pentatonic scale. Descriptive music.</p>	<p>1st Access Ukulele 1</p> <p>-Consolidate and practice ti-tika,and tika ti -Repertoire for ti rest and syncopa. -Prepare and Present high do Ukulele: C, Am Tab notation on open strings</p>	<p>1st Access Ukulele 2</p> <p>-Prepare and Present ti rest -Consolidate known repertoire for syncopa -Consolidate and practice high do -Repertoire for low la and low so Ukulele: C, Am, F, G7. Simple riffs from tab notation.</p>	<p>'Carnival!'</p> <p>-Prepare and Present syncopa -Consolidate and practice known rhythms: ti-tika, tika-ti, ti rest, syncopa -Practice high do -Repertoire for low la and low so (Prepare and Present low la / so - if the children are ready) -Samba drumming; performing ostinatos in layers.</p>
<p>Year 5</p>	<p>'Layers'</p> <p>-Consolidate and practice ta, ti-ti, ta rest, too, tika tika -Prepare and Present ti-tika -Consolidate la, moving towards practice of do pentatonic. -Performing and composing layers: Bass line, ostinato, melody.</p>	<p>1st Access Ukulele 2</p> <p>Present (cont.) ti-tika - Consolidate and practice ti-tika -Repertoire for tika-ti -Triple Time -Practice do pentatonic (reading and writing) -Repertoire for high do -Ukulele: C, Am, F, G7, Dm Mashups Performing short melodies from tab notation. Working together to prepare a Christmas Performance.</p>	<p>1st Access Ukulele 3: Mashups / 'Fanfares'</p> <p>-Prepare and Present tika-ti -Consolidate and practice ti-tika,and tika-ti -Repertoire for ti rest and syncopa. -Practice do pentatonic (including creating) -Consolidate known repertoire for high do -Composing a fanfare using triads and fanfare rhythms.</p>	<p>'Fanfares' cont. / Calypso</p> <p>-Consolidate and practice ti-tika,and tika-ti -Prepare and Present ti rest -Repertoire for syncopa. -Prepare and Present high do -Keyboard Skills: chords.</p>	<p>'Blues'</p> <p>-Prepare and Present syncopa -Consolidate and practice high do -Repertoire for low la and low so -12-Bar Blues Developing improvisation. Melodic Q & A Improvising using the pentatonic scale.</p>	<p>'Theme and Variations'</p> <p>-Consolidate and practice known rhythms: ti-tika, tika-ti, ti rest, syncopa -Prepare and Present Low la / low so -Consolidate and practice low la / low so -Use known concepts to compose a set of variations.</p>



Year 6	'Siyahamba'	'Christmas Cacophony'	'Harmonising'	'Reggae'	'Theme and Variations'	'Magnificent Musicians'
	<ul style="list-style-type: none"> -Consolidate Known pitches and rhythms -Triple time. -Consolidate la, moving towards practice of do pentatonic. -Repertoire for high do -Banaha: Singing in 3-part canon. Siyahamba': Singing in 2 - parts 	<ul style="list-style-type: none"> -Consolidate ti rest, triple time -Prepare and Present ti test -Introduce Compound time – tam / tititi / ta-ti -Repertoire for syncopa. -Practice do pentatonic (reading and writing) -Prepare and Present high do -Performing in small ensembles. Ukulele: I Saw Three Ships 	<ul style="list-style-type: none"> -Prepare and Present Syncopa - (cont) Prepare and Present high do -Practice do pentatonic including high do -Repertoire for low la and low so Keyboards: Combining melody, chords and bass lines. 	<ul style="list-style-type: none"> -Consolidate and practice ti-tika, tika-ti, ti rest, syncopa -Repertoire for Anacrusis - Repertoire for Tam-ti / Ti Tam: -Practice high do -Prepare and Present Low la / low so -Development of keyboard skills including combining chords and bass lines, and performing in a small ensemble. 	<ul style="list-style-type: none"> -Prepare and Present tam-ti / ti-tam -Anacrusis -Repertoire for tim-ka -Practice low lo, low so -Repertoire for fa -How to use musical concepts to develop an idea. 	<ul style="list-style-type: none"> -Consolidate all concepts learnt. Augmentation / Diminution -Prepare and Present fa (and ti) -Production preparation Final performances. Developing improvisation.