 **Music Curriculum**

At Church Lane, we have designed our curriculum in a progressive way from Nursery through to Year 6. Based on the Government’s curriculum it has been adapted and takes in to account the aims and schemes of work set out within that document alongside the needs of our own children to ensure that we deliver a tailored curriculum that supports our children to achieve the best they can.

The curriculum aims are:

* Exposure: To introduce our children to a broad repertoire of music from the Western Classical tradition, the best popular music and music from around the world in order to expand musical appreciation and critical thinking.
* Ethnomusicology: To develop understanding of music as a social practice using knowledge to view music as a human activity that is interrelated with its social and cultural contexts.
* Musicianship: To support the development of musical skills and disciplines that equip children with the technical skills and creativity to compose and perform with purpose and intent.

Our curriculum is laid out in the following way:

1. Musicianship is split into four main areas: Singing, Listening, Composing and Performance. These four areas of musical skills and techniques are covered through all areas of the music curriculum and are intertwined with the History of music, Ethnomusicology and the Digital development of music.   
These main areas are set out progressively throughout the school to ensure that the children’s knowledge is chronological and builds on what they already know (This information is in the **Progression document**).

2. Each year group has a set area of Music per half term – this is shared with the children in a child friendly question, which encourages our children to engage with being musicians whilst introducing them to high quality vocabulary. (This information is in the **Yearly map**)

3. Each question is then explored by the children through a number of lessons, which assist the children in gaining and building the knowledge and experience they need to achieve. (The in depth knowledge we will be teaching is contained in **unit plans** - these further breakdowns include the knowledge taught in the unit and critical musicianship questions to ensure that our children gain both knowledge and experience of being musicians.)

**Progression document**

**Knowledge and areas of focus**

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| Area/Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Western Classical Music | Classical era | Early 20th Century | Romantic | Early music and Renaissance | Baroque | Mid 20th century music |
| Popular Music | Latin: Brazilian Samba & Bossa Nova  Funk | Rock  Blues | Bhangra – India | Gospel  RnB  Motown | Jazz – Big Band Swing music  Reggae | Disco  Dance |
| World music | British Isles Folk | Aboriginal folk music – Tiddalik the frog | Traditional Indian classical music | South African music – Siyahambe – hymn  Inkanyezi – Ladysmith Black Mambazo | Chinese folk music | Gamelan – Indonesia |
| Musicals/Film music | Stomp  Brave soundtrack | School of Rock  Fantasia | Joseph and his Amazing Technicolour Dreamcoat  Sleeping Beauty | The Lion King 1994 – Hans Zimmer  Les Miserable | The King and I  Princess Mononoke (1997) Joe Hisaishi | Oliver  My Fair Lady |

**Procedural knowledge**

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| **Musicianship skills** | **Musicianship – These are overarching procedural knowledge that support children in being creative musicians. This procedural knowledge is taught in every topic through exploring musical styles and genres.** | | | | | | | |
|  | **N** | **R** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Identifying and utilising musical elements/language** | **Rhythm**  **Song**  **Nursery Rhyme** | **Melody**  **Pulse, beat**  **Call and response**  [**https://www.bbc.co.uk/teach/bring-the-noise/eyfs-early-years-music/zhm7wty/**](https://www.bbc.co.uk/teach/bring-the-noise/eyfs-early-years-music/zhm7wty/) | **Pitch**  **Pentatonic scale**  **Octave**  **Ostinato**  **Describe tempo as fast and slow**  **Describe dynamics as loud and quiet**  **Crotchet**  **Quavers** | **Rhythm**  **Dynamics (*crescendo*)**  **Texture**  **Timbre** | **Minims**  **Semibreve**  **Breve**  **Time signature**  **Rhythmic patterns**  **Melodic patterns**  **D major**  **Stave**  **Treble clef**  **Drone**  **Allegro adagio** | **Minor and major scales**  **Lyrics**  **Digital/electronic sounds**  **Turntables**  **Synthesizers**  **Accelerando, rallentando** | **Amplifier**  **Bridge**  **Syncopation**  **Simple time, compound time**  **Diatonic scale,**  **ternary form**  **Triads**  **Chord progressions**  **diminuendo**  **Interlude**  **Backing loops**  **Scratching**  **Cover**  **Bass line**  **harmony** | **Ostinato**  **3 parts/4 part music**  **Fortissimo, pianissimo, mezzo forte, mezzo piano, pizzicato, tremelo** |
| **Singing** | **Sing call and response songs.**  **Sing simple songs, chants and rhymes from memory.** | **Sing call and response songs.**  **Sing simple songs, chants and rhymes from memory.** | **Match the pitch of a note by singing it back.**  **Sing songs from memory.**  **Sing notes of different pitches (high and low)**  **Make different sounds with their voices.**  **Demonstrate good singing posture.**  **Sing in unison.** | **Sing as a part of a choir**  **Sing songs from memory or notation**  **Sing with expression**  **Sing in unison and in parts**  **Add actions to songs** | **Sing in two simple-parts.**  **Sing with attention to the meaning of the words and clear diction**  **Sing with awareness of following a steady beat**  **Sing with awareness of being in tune.**  **Perform as a choir to school assemblies.**  **Copy back simple melodic phrases using the voice** | **Sing in unison with an octave range.**  **Sing in a round**  **Sing in different signatures (2/4, 3/4/, 4/4/)**  **Sing a simple vocal harmony in a group**  **Sing large leaps and steps.**  **Sing expressively, with attention to staccato and legato.** | **To listen to each other and be aware of how you fit into the group.**  **Sing in 6/8 time**  **Self correct if lost or out of time**  **Develop confidence as a solo** | **Sing in a syncopated rhythm.**  **Sing in three and four part rounds.**  **Sing to a wider audience.**  **Sing with or without accompaniment.** |
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| **Listening** | **Listening and recognising familiar nursery rhymes** | **Respond to pitch changes in short melodic phrases with physical actions (raise hand, stand up sit down)**  **Compare high and low sounds.**  **Respond to the pulse in recorded/live music through movement and dance.** | **Find the pulse.**  **Recognise some band and orchestral instruments.**  **Follow musical instructions from a leader.**  **Record and listen to performance sharing their feelings about it.**  **Walk, move or clap a steady beat with others*.***  **Change speed of the beat as the tempo changes.**  **Compare high and low sounds.**  **Recognise different styles of music.** | **Move and dance with music confidently**  **Listen and reflect on how a piece of music makes you feel**  **Listen and sing back the correct pitch.**  **Listen and identify how the speed of the beat can change, creating a faster or slower tempo.**  **Listen and discuss styles of songs.** | **Correctly order phrases using dot notation.Identify beat grouping in familiar music.**  **Listen and reflect on the meaning of songs.**  **Identify male or female voices**  **Identify instruments being played**  **Share your thoughts and feelings about the music** | **Reflect on recorded performance describing the musical decision about pulse, rhythm, pitch, dynamic and tempo.**  **Identify tempo as fast, slow or steady.**  **Identify major and minor tonality**  **Recognise musical style by important musical features**  **Identify a main theme and recall memorable phrases by ear** | **Compare performance to a previous performance to a previous performance discussing and talking musically about it. ‘what went well? It would have been better if…’**  **Identify different styles of singing**  **Recognise by ear the pentatonic scale and syncopated rhythms.**  **Identify a bridge in a song and explain its purpose.** | **Listen and identify musical styles from musical dimensions and features including instrumentation.**  **Identify music written in different keys or scales (blues scale, pentatonic, major, minor)**  **Compare two songs in the same style by talking about musical similarities and differences.**  **Listen to and reflect upon developing composition and make musical decisions about how the melody connects with the song.** |
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| **Composing** | **Creating sounds using different objects and materials** | **Creating sounds using different objects and materials** | **Create rhythms for others to copy.**  **Create a simple melody using two or three notes.**  **Write down notes of a composition and know how to change them.**  **Compose within the C major scale.**  **Create musical sound effects and short sequences of sounds in response to stimuli.**  **Use music technology to capture, change and combine sounds.** | **Compose within the scale of G major.**  **Create melodies using up to 5 different notes.**  **Create music in response to a non-musical stimulus.**  **Use graphic symbols, dot notation and stick notation to record pieces of music.**  **Create rhythms using stick notation*.*** | **Create a melody using up to 5 different notes in the key of c major, g major and f major.**  **Compose music that has a beginning, middle and end.**  **Compose music to different stimuli (stories, images, and musical sources)**  **Combine rhythmic notation with letter names using just three notes.**  **Compose rhythms using note values on untuned.** | **Use minim, crotchet, crotchet rest and paired quavers to create sequences of rhythmic phrases.**  **Compose a piece of music to create a specific mood to accompany a short film clip.**  **Notate creative compositions using graphic symbols, rhythm notation, time signature, staff notation and technology.** | **Compose short pentatonic phrases using rhythmic notation and letter names.**  **Explain the key note or home note and the structure of the melody.**  **Record your composition and make the connection between sounds and symbol.**  **Compose in a minor key.**  **Compose a short ternary piece.**  **Compose music to evoke a specific atmosphere.** | **Create music with multiple sections including repetition and contrast.**  **Use chord changes as part of improvised music.**  **Improvise melodies over 8 beats over a fixed groove.**  **Plan, compose and notate an 8 or 16 beat melodic phrase using a pentatonic scale.**  **Compose a melody in either G major or E minor and enhance with rhythmic or chordal accompaniment.**  **Compose a ternary piece of music.** |
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| **Performance** | **Clap a rhythm.**  **Start and stop singing by following the leader.** | **Clap a rhythm over a steady pulse/beat.**  **Call and response vocal performances.** | **Clap a rhythm.**  **Start and stop singing by following the leader.**  **Play a tuned instrument to a backing track.**  **Improvise using one or two notes.**  **Perform a song as a group.**  **Enjoy and have fun performing.**  **Perform to a well-known audience.** | **Play the part in time with a steady pulse**  **Play a tuned instrument part that matches their musical challenge.**  **Follow directions and visual symbols (crescendo, diminuendo, pause)**  **Read rhythmic pattern and represent them with stick notation (crotchets, quavers and crotchet rests)**  **Know the difference between rehearsing and performing** | **Play different parts of a musical piece on a tuned instrument from memory or using notation.**  **Improvise in the context of the song they are learning using notes from the relevant scale.**  **Develop performance style – seated, standing, eye contact with audience.**  **Perform following staff notation** | **Perform with confidence**  **Maintain rhythmic part in an ensemble to create multiple rhythmic textures.**  **Present a musical performance designed to capture the audience.**  **To communicate the meaning of the words and clearly articulate them.**  **Talk about the rehearsal process and the impact on performance.** | **Play a musical instrument with the correct technique within the context of the song.**  **Lead a rehearsal session.**  **Perform within a venue and use it to its best effect.**  **Improvise freely over a drone using tuned percussion.**  **Play a triad on tuned percussion or a keyboard.**  **Perform simple chord accompaniments to familiar songs.**  **Perform in a mixed ensemble.**  **Play by ear by copying phrases and familiar melodies.** | **Record a ternary piece of music using music software.**  **Perform a melody using a variety of dynamic changes over an octave range.**  **Perform a bass line or block chord accompaniment to a melody.**  **Read and perform different note values; semibreves, minims, crotchets, quavers and semiquavers – including equivalent rests.**  **Read and play a four-bar phrase confidently identifying note names and durations.**  **Develop stagecraft through positioning, deliverance, engagement and acknowledgment.** |
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| **Notation** | **Understanding that letters and words represent lyrics of a song** | **Understanding that symbols and shapes can represent sound** | **Explore ways of representing high and low sounds, loud and sounds, and long and short sounds using symbols and pictures.**  **Recognise how graphic notation can represent created sounds*.***  **Explore and invent own symbols.** | **Recognise music notation on a stave of five lines** | **Notate composition using graphic or pictorial notation. Read notation using a stave and a treble clef.**  **Read crotchet and paired quavers.** | **Identify time signature**  **Read sharps and flat notes on the treble clef.** | **Identify the stave and symbols on the stave, bar lines, rests, notes and values.** | **Identify a bass clef and the name of the notes.** |

**Yearly map**

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|  | Year 1 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Stomp | Classical Era | British Isles Folk music | Brave | Latin – Samba | Funk |
| Focus | Creating Rhythms  **Key question: What can music teach us about our environment?** | Great composers and pieces. Identifying instrumentation | Key musical features, instrumentation and significance of British Folk music  **Key question: How does music tell stories from our past?** | Exploring how music creates atmosphere and mood  Experimenting with different instruments and sounds | Exploring Latin music including more complex rhythms and texture of music. | Key style indicators of Funk music.  **Key question: How does music connect us to the past?** |

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|  | Year 2 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Aboriginal folk music | Early 20th music | Rock | School of Rock | Blues | Fantasia |
| focus | Key musical features, instrumentation and significance of Aboriginal music.  **Key question: How does music connect us with the environment?** | 1900’s-1940’s music.  Instrumentation, features and composers that influenced that era | Iconic Rock performances and songs. Origin of rock and musical influences. Structure and instrumentation. Technology advances.  **Key question: How has the way we experience music changed?** | Music in films  Chords & Song structure of rock songs. | Key musical features and instrumentation in Blues.  Famous Blues artists  Performing Blues song on the keyboard | Explore how musical elements, instruments and scales create mood and feeling in music.  **Key question: How does music make us feel happy?** |

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|  | Year 3 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Northern Indian Classical music | Joseph and the Amazing Technicolour Dreamcoat | Bhangra | Romantic | Sleeping Beauty | Glockenspiel tuition |
| focus | Drone, Rag, Tal – key musical features. Composition and performance using elements of style. | Lyrics, performance and musical structure.  Religious importance through storytelling and music.  **Key question: what stories does music tell us about the past?** | Development of popular Indian music. Use of traditional elements. Identifying key musical features.  **Key Question: How have western musical influences impacted other world music?** | Key composers and musical pieces from the Romantic era  Identifying a 6/8 time signature  Composing and improvising using a musical picture | Compare two version of the song *‘Once upon a dream* | Develop notation reading skills and performance skills on the Glockenspiel. |

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|  | Year 4 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Music Hub Practical lesson - Flute | | Early music and Renaissance | The Lion King | South African music & Gospel | RnB & Motown |
| focus | Reading notation  Looking after an instrument  Performance skills  Listening skills | Performing to an audience | Western development of early music, instrumentation, styles and musical notation. | Developing singing skills and performance skills | Call and response  Harmonies  Lyrical context |  |

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|  | Year 5 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|  | Chinese Folk Music | The King and I | Baroque | Reggae | Jazz – Big Band | | Les Miserables / Glockenspiel tuition |
| focus | Pentatonic scale  Singing a traditional Chinese folk song | Traditional musical influences through instrumentation and structure. | Sonatas and concertos  Progression of harmony  Religious influence  Birth of the orchestra | Syncopated Rhythms  Style indicators and key musicians |  | |  |

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|  | Year 6 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | | Summer 2 |
|  | Oliver | Indonesian Gamelan | Disco & Dance | Mid 20th Century music | My Fair Lady | Stage production | |
| focus | History and cultural influence. Lyrics, songs, melodies and harmonies explored and performed.  **Key question: What stories does music tell us about the past?** | Cultural and spiritual importance of traditional gamelan music. Instrumentation, timbre and notation. | Key musical features of disco and dance music. Development of electric music and technology. |  |  | Developing singing skills both solos and ensembles  Stage presence and positioning | |