

Music Curriculum Overview



Music	Term 1	Term 2	Term 3
EYFS			
Year 1	<p>How pulse, rhythm and pitch work together.</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison. • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. 	<p>How to be in the groove with different styles of music.</p> <p>Pulse, rhythm and pitch in different styles of music.</p> <ul style="list-style-type: none"> • Learn the names of the instruments they are playing. <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. 	<p>Using your imagination.</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p>Improvisation is about making up your own tunes on the spot.</p> <ul style="list-style-type: none"> • To make up their own tune that has never been heard before. It is not written down and belongs to them. <ul style="list-style-type: none"> • Improvise.
Year 2	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. 	<p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. <ul style="list-style-type: none"> • We add high and low sounds, pitch, when we sing and play our instruments. 	<p>Learn about voices singing notes of different pitches (high and low).</p> <ul style="list-style-type: none"> • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader
Year 3	<p>To know the style of the five songs.</p> <ul style="list-style-type: none"> • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in 	<p>To know the style of the five songs.</p> <ul style="list-style-type: none"> • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the 	<p>Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm.</p> <ul style="list-style-type: none"> • Know how pulse, rhythm and pitch work together to create a song. • Know that every

	<p>the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <ul style="list-style-type: none"> ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 	<p>song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <ul style="list-style-type: none"> ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 	<p>piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer</p>
Year 4	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. 	<p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. 	<p>How pulse, rhythm and pitch work together</p> <ul style="list-style-type: none"> ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to
Year 5	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about 	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to

	<ul style="list-style-type: none"> ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ● Talk about the music and how it makes you feel. 	
Year 6	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <ul style="list-style-type: none"> ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to
Year 7	<ul style="list-style-type: none"> ● How to play a 5-note melody and harmony part on the xylophone ● How to sing simple songs in a group ● How to evaluate your work <p>Various keywords and how to put them into practise during performance</p> <ul style="list-style-type: none"> ● How to play a 5-note melody and harmony part on the piano ● How to sing simple songs in a group ● How to read basic notation and understand the note values ● How to evaluate your work <p>Various keywords and how to put them into practise during performance</p>	<ul style="list-style-type: none"> ● How to play various rhythms on the Djembe ● How to maintain a steady pulse ● How to chant and play rhythms at the same time ● How to perform within a musical group ● How to improvise and compose various rhythms ● The cultural context of the music ● How to evaluate your work ● Various keywords and how to put them into practise during performance ● How to play a drone, pentatonic scale and Gamelan melody ● How to perform within a musical group 	<ul style="list-style-type: none"> ● How to play an octave melody and simple chord part on the piano ● To play a simple chord sequence on the ukulele ● To play a hi hat and snare rhythm ● To perform in a musical group ● How to read basic notation and understand the note values ● To understand song structure and the instruments used in a pop band ● How to evaluate your work ● Various keywords and how to put them into practise during performance ● How to use the programme garage band ● How to add sounds to a video game sequence ● How to compose sounds for a video game sequence

		<ul style="list-style-type: none"> • How to improvise and compose a melody using the pentatonic scale • The cultural context of the music • How to evaluate your work • Various keywords and how to put them into practise during performance 	<ul style="list-style-type: none"> • How to evaluate your work • Various keywords and how to put them into practise during video editing
Year 8	<ul style="list-style-type: none"> • Blues • Rock n Roll 	<ul style="list-style-type: none"> • Reggae • Calypso/Samba 	<ul style="list-style-type: none"> • Pop music • Pachelbel Canon
Year 9	Ballad Pop	Hip Hop	Salsa music Dance remix
Year 10	<p>Introduction to course units:</p> <ul style="list-style-type: none"> • Sequencing • Performance Skills <p>Make a garage band manual explaining the features including screen shots.</p> <p>Make a short arrangement of Pachelbel's Canon or 'All of Me' by John Legend</p> <p>Organise a performance piece setting weekly targets</p> <p>Manual must be finished by half term</p> <p>Developing the course units</p> <ul style="list-style-type: none"> • Sequencing • Performance Skills <p>Introducing the course units</p> <ul style="list-style-type: none"> • Music industry 	<p>Developing the course units</p> <ul style="list-style-type: none"> • Sequencing • Performance Skills • Music Industry <p>Make videos explaining the sequencing techniques used to make your arrangement on garage band</p> <p>Organise a performance piece that contrasts in style with what you studied in term 1</p> <p>Make revision notes on the following areas of the music industry</p> <ul style="list-style-type: none"> • Networking/Starting out in the industry • Performance Unions • Promotion/Production/Publishing & broadcasting companies <p>Videos must be finished by half term. Examination on exam content studied so far</p>	<p>Developing the course units</p> <ul style="list-style-type: none"> • Sequencing • Performance Skills • Music Industry <p>Develop your arrangements using production techniques and samples</p> <p>Create a video or written diary tracking your rehearsal process and exercises techniques used to develop your performances</p> <p>Make revision notes on practice exam papers and grade boundaries for the exam</p> <p>Final exam JUNE for music industry Current diary logs must be complete and exercise chart must be filled in</p> <p>Developing the course units</p> <ul style="list-style-type: none"> • Sequencing • Performance Skills

	<p>Make a more sophisticated arrangement using production techniques and samples</p> <p>Development your performance pieces setting weekly targets</p> <p>Make revision notes on the following areas of the music industry</p> <ul style="list-style-type: none"> • Roles in the music industry • Venue/Concert management • Roles at a venue <p>Performance must be finished by half term. Examination on exam content studied so far</p>	<p>units</p> <ul style="list-style-type: none"> • Sequencing • Performance Skills • Music Industry <p>Develop your arrangements using production techniques and samples</p> <p>Development your performance pieces setting weekly targets</p> <p>Make revision notes on the following areas of the music industry</p> <ul style="list-style-type: none"> • Marketing & Media • Hire/Transport companies • Relationships and management structures in the workplace <p>Performance must be finished by half term. Examination on exam content studied so far</p>	<p>Develop your arrangements using production techniques and samples</p> <p>Develop your video or written diaries tracking your rehearsal process and exercises techniques used to develop your performances</p> <p>Production arrangements must be complete</p> <p>Current diary logs must be complete and exercise chart must be filled</p> <p>Formal performance and recording of two pieces studied this year</p>
Year 11	<p>Introduction to course units:</p> <ul style="list-style-type: none"> • Managing a music product • Performance Skills <p>Create Concert plans thinking about</p> <ul style="list-style-type: none"> • Target audience • Artistic Intention <p>Developing course units:</p> <ul style="list-style-type: none"> • Managing a music product • Performance Skills <p>Create your Concert organising the following</p> <ul style="list-style-type: none"> • Performer rehearsals/auditions • Promotion • Communication 	<p>Developing course units:</p> <ul style="list-style-type: none"> • Managing a music product • Performance Skills <p>Create your Concert organising the following</p> <ul style="list-style-type: none"> • Announcement of auditions • Auditions • Concert date <p>Developing course units:</p> <ul style="list-style-type: none"> • Managing a music product • Performance Skills <p>Create a concert review of your product considering</p> <ul style="list-style-type: none"> • Strengths/weaknesses of process/product 	<p>Finalizing course units:</p> <ul style="list-style-type: none"> • Managing a music product • Performance Skills • Sequencing <p>Ensuring all paperwork and supporting evidence for each unit is presentable and ready to send to the examiner</p> <p>Revision</p>

	<ul style="list-style-type: none">• Organising meetings	<ul style="list-style-type: none">• Effectiveness of planning• Management of working relationships• Use of resources available	
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