




## Music Curriculum Overview

Curriculum Motivators 			
	Autumn	Spring	Summer
Year 1	<b>Tuned Percussion Instruments.</b> Sing songs, speak chants and rhymes.* Copy simple rhythmic patterns. Explore how sounds can be made using instruments.	<b>Tuned Percussion Instruments.</b> Add actions to songs, chants and rhymes.* Follow simple symbols to represent sounds (eg long and short, tap and shake, loud and quiet). Explore how sounds can be changed.	<b>Tuned Percussion Instruments.</b> Explore making different sounds with their voices.* Listen for different sounds in music (eg loud and quiet). Move to different music.
Year 2	<b>Tuned Percussion instruments</b> Sing songs as a group, keeping in time.* Copy rhythmic patterns in time with the beat. Use instruments to make long, short, loud and quiet sounds. Listen to music and describe how it makes them feel.	<b>Tuned Percussion instruments</b> Start to sing in tune.* Follow symbols which represent sounds including steady beat. Use instruments to make long, short, loud and quiet sounds. Listen to music, describe what they can hear (eg different instrument sounds).	<b>Tuned Percussion instruments</b> Begin to add a simple accompaniment to songs.* Use actions to show pitch changes. Choose sounds to create different effects, eg to accompany a story or picture. Listen to music, use vocabulary high/low, loud/quiet, fast/slow.
Year 3	<b>Recorders</b> Sing songs as a group, keeping in time.* Follow pictorial notation for simple rhythms eg red/yellow for crotchets and quavers Use pulse, rhythm and selected notes to create patterns (eg pentatonic notes)	<b>Recorders</b> Start to sing in tune.* Improvise repeating patterns based on words (eg red/yellow, tea/coffee) Use pulse, rhythm and selected notes to create patterns (eg pentatonic notes).	<b>Recorders</b> Begin to add a simple accompaniment to songs.* Follow hand movements to indicate pitch changes. Listen to and describe recorded music Describe simple structure eg different sections of music and repetition.
Year 4	<b>Recorders</b> Sing confidently as a group, keeping in tune.* Follow traditional notation for simple rhythms (crotchets, rests and quavers).	<b>Recorders</b> Hold a part in a two-part song, for example a melodic ostinato.*	<b>Recorders</b> Sustain a note, chord or repeating pattern to accompany a song.*

	Use pulse, rhythm and pitch to create different effects.	Use letter names of notes when memorizing simple melodic patterns. Describe and compare different kinds of music.	Use letter names of notes when memorizing simple melodic patterns. Use layers of sound with awareness of the effect created. Understand how music reflects time and place, eg music around the world.
Year 5	<b>Ukulele</b> Sing confidently and expressively as a group* Follow traditional notation for simple rhythms (crotchets, rests, quavers and minims).	<b>Ukulele</b> Hold a part in a two-part round or part song on voices or instruments* Look at traditional notation and the position of notes on the stave. Compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics, structure Start to evaluate music by using appropriate vocabulary.	<b>Ukulele</b> Start to evaluate music by using appropriate vocabulary. Listen for layers of sound and how they create an effect Understand how music reflects time and place, eg music history, programme music.
Year 6	<b>Ukulele</b> Sing confidently and expressively as a group or alone. * Understand elements of traditional musical notation (eg time signature, bars, flats and sharps). Compose music for a range of purposes using chords, melody, rhythm.	<b>Ukulele</b> Perform confidently in a round or part song using voices or instruments.* Follow a simple tune from traditional notation. Compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics, structure.	<b>Ukulele</b> Use graphic notation. Compose music and Suggest improvements on own and others' work. Listen to different styles/genres of music. Understand how music reflects time and place, eg 20th century music jazz/wartime/pop.