



## 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.*	

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