

Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p align="center">Move your Body!</p> <p>Children will learn to move their body to music and join in with songs. Children will sing to familiar songs. Songs and rhymes include: 'Walking Through the Jungle'; 'Barney Bear is Walking'; 'Dr Foster'; 'I Hear Thunder'; 'It's Raining, It's Pouring'; 'Mary', 'Mary Quite Contrary'; 'When Goldilocks Went to the House of the Bears'.</p>		<p align="center">Rhymes and Actions:</p> <p>Children will join in with songs, rhymes and actions. Songs and rhymes include: 'Head, Shoulders, Knees and Toes'; 'Pat-A-Cake, Pat-A-Cake'; '5 Currant Buns'; 'The Wheels on the Bus'; 'I've Got a Body'; 'Hickory Dickory Dock'; 'Old MacDonald Had a Farm'; 'Mary Had a Little Lamb'; 'Baa Baa Black Sheep'; 'Going on a Bear Hunt' and 'Wiggly Woo'.</p>		<p align="center">Building on rhymes and actions:</p> <p>Children will join in with songs, rhymes and actions Songs and rhymes including: 'Twinkle, Twinkle', 'Wind the Bobbin Up'; 'Row, Row, Row Your Boat'; 'I'm a Little Teapot'; 'Miss Polly' and 'Going to Build a House Boat'.</p>	
Reception	<p align="center"><u>Me</u></p> <p>Listening and Appraising: Listen and respond to music and how it can make us feel (happy, sad, excited).</p> <p>Performance: Explore singing nursery rhymes and action songs. Perform and share ideas.</p> <p>Composition: Explore and create sound using voices. (Charanga)</p>	<p align="center"><u>My Stories</u></p> <p>Listening and Appraising: Listen and respond to different styles of music.</p> <p>Performance: Learn and sing Christmas style songs with actions. Perform and share ideas.</p> <p>Composition: Explore and create sound using voices. (Charanga)</p>	<p align="center"><u>Chinese New Year</u></p> <p>Listening and Appraising: Listen and respond to Traditional music from China.</p> <p>Composition: Explore and create pulse as a musical heartbeat. Compose a New Year piece of music in the style of traditional music from China.</p> <p>Performance: Perform own versions of Chinese New Year songs. Perform and share ideas.</p>	<p align="center"><u>Nature's Orchestra</u></p> <p>Listening and Appraising: Listen and respond to music involving nature based sounds and themes.</p> <p>Performance: Explore high and low sounds (pitch), Sing nursery rhymes and 2 action songs linked to nature. Perform and share ideas.</p> <p>Composition: Sound Hunt – explore sounds and materials from nature.</p>	<p align="center"><u>Be in the Band</u></p> <p>Listening and Appraising: Listen and explore the pulse and instrument sounds in a selection of music written for bands.</p> <p>Performance: Perform a selection of songs about the summer season, whilst following a conductor. Explore and perform using your singing voices and British Sign Language for a piece of Music such as 'Far Song'.</p>	<p align="center"><u>Animal Songs</u></p> <p>Listening and Appraising: Explore a variety of styles of music, pitch, rhythm and dynamics (volume) in the focus songs about different animals in different styles of music.</p> <p>Performance: Learn about pitch, rhythm and dynamics through performing a selection of animal raps and songs.</p> <p>Compose: Compose your own animal rap with a steady pulse and dynamics.</p>

<p>Year 1</p>	<p><u>Rhythms and Pulse</u> Listening and Appraising: ‘Clapping Music’ – Steve Reich. Listen to rhythms and the pulse in a variety of pieces of music. Perform: March in time with the pulse. Copy and clap back rhythms. Explore clapping rhythms in a variety of tempos. Play ‘Hey You’ on the glockenspiel. Compose: Compose rhythms to clap. Rap and sing ‘Hey You’ (Charanga) Improvise and Compose using notes C, D and E.</p>	<p><u>Weather and Seasons</u> <u>Soundscapes</u> Listening and Appraising: Identify different sounds and instruments used in pieces of music. Listen to ‘Four Seasons’ by Vivaldi. Explore the tempo and pitch of pieces of music that represent weather/seasons. Perform: Perform own soundscapes. Explore performing using texture. Compose: Explore pitch and its relation to how it makes you feel. Compose using a variety of instruments to make natural sounds, such as thunder and rain.</p>	<p><u>Composing Ostinatos</u> Listening and Appraising: Find the pulse using actions to a variety of pieces of music with ostinatos. Perform: Copy and clap back rhythmic ostinatos as a class. Clap the rhythm of colour names. Identify pitch in high and low sounds. Sing focus songs. Compose: Compose a soundscape for ‘Ostinato Owl Poem’. Compose an ostinato using notes C, D E, on the glockenspiel, body percussion and voice.</p>	<p><u>In the Groove</u> Listening and Appraising: Blues, Baroque, Latin, Bhangra, Folk and Funk genres. Identify pitch in high and low sounds. Recap finding the pulse. Perform: Copy and clap back rhythms. Clap the rhythm of different words. Learn to Sing ‘In The Groove’. Learn to play ‘In The Groove’ on the Glockenspiel. Compose: Improvise and compose using notes C, D, E, F, G and A. (Charanga)</p>	<p><u>‘Mars’ from ‘Planets’ by Holst</u> Listening and Appraising: Explore listening to the pitch, rhythm, ostinatos, tempo and pulse in ‘Mars’ from ‘The Planets’ by Holst. Perform: Perform ostinatos and actions in time and linked to ‘Mars’ by Holst. Sing a song using techniques to create different moods such as dynamics, tempo and articulation. Perform own march to Mars composition. Compose: Compose your own March to Mars composition using percussion and tuned percussion. Make use of texture.</p>	<p><u>Samba:</u> Listening and Appraising: Explore the tempo, rhythm, pulse, texture instruments and pitch (the inter-related dimensions) in Samba music. Explore the origins of Samba music. Perform: Perform ‘Amazon Samba’ as a Samba band. Compose: Compose own ostinatos for a class ‘Amazon Samba’ composition making creative use of inter-related dimensions.</p>
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<p style="text-align: center;">Year 2</p>	<p><u>'The Carnival of the Animals' – Introduction to the Orchestra</u></p> <p>Listening and Appraising: Listen to an introduction of orchestral instruments and how they are used to represent animals in 'The Carnival of the Animals' by Camille Saint-Saëns. Explore the pulse to a variety of movements.</p> <p>Performance: Explore pitch using dots. Explore improvising rhythms and pitch to represent animals.</p> <p>Composition: Compose using notes F, G and A on the glockenspiels to represent an animal. (Charanga)</p>	<p><u>Weather</u></p> <p>Listening and Appraising: Identify different sounds and instruments used in pieces of music. Explore pitch and tempo to the different seasons making use of dots and graphic scoring. Explore crescendo and decrescendo (diminuendo).</p> <p>Compose: Find instruments and body parts to make different sounds associated to the weather.</p> <p>Performance: Christmas Play.</p>	<p><u>Recorders</u></p> <p>Listening and Appraising: Explore a variety of inter-related dimensions in 'London's Burning' focussing on pitch and texture.</p> <p>Perform: Sing 'London's Burning' in a round. Learn how to hold a recorder accurately. Explore how to make a sound on the recorder. Identifying the best technique to make sounds. Making a sound on the first beat of a bar. Learning to play crotchets, quavers, minims and semibreves. Explore performing 'London's Burning' on the Recorder. (Charanga)</p>	<p><u>The Gamelan Orchestra</u></p> <p>Listening and Appraising: Explore the inter-related dimensions in Gamelan pieces of Music. Explore Gamelan instruments. Explore where Gamelan Music originated from.</p> <p>Perform: Perform in the style of a Gamelan orchestra, exploring ostinatos and cycles.</p> <p>Compose: Compose in an ensemble your own short gamelan composition, exploring ostinato, pitch, texture, tempo, pulse and dynamics.</p>	<p><u>Recorders</u></p> <p>Performance: Learn to play songs with multiple notes used (C, D, E, F, G, A, B). Explore semibreve, minim, crotchet and quaver rests. Play as an accompaniment to a melody.</p> <p>Compose: Improvise and compose a melody using pitches (C, D, E, F, G, A, B) on the recorder. (Charanga)</p>	<p><u>Music of South Africa – 'Hands, Feet, Heart'</u></p> <p>Listening and Appraising: Explore the inter-related dimensions in South African music. Find the pulse.</p> <p>Performance: Use call and response to clap rhythms. Learn to sing Hands, Feet, Heart and explore other South African pieces. Learn to play 'Hands, Feet, Heart' on the recorder.</p> <p>Composing: Improvise and compose a melody line using voices. (Charanga)</p>
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<p style="text-align: center;">Year 3</p>	<p><u>Indian Classical Music</u> Listening and Appraising: Discover Indian classical music's essence through ragas and talas. Listen to maestros, experience emotive depth, and understand instruments' roles. Explore tempo in Italian terms (allegro-adagio). Performance: Learn rhythmic cycles with call and response. Experiment with vocal improvisation to emulate animal calls. Composition: Create melodies using traditional scales (the foundational notes of Indian classical scales, such as Sa, Re, Ga, Ma, Pa, Dha, and Ni) to craft melodic motifs inspired by the natural world.</p> <p>Experiment with percussion for rhythmic accompaniments</p>	<p><u>Musical Stave Introduction</u> Listening and Appraising: Explore the inter-related dimensions in a variety of styles such as 'Feel Good' by James Brown, 'Jai Ho' – Slum Dog Millionaire. Explore dynamics (forte and piano). Performance: Sing mostly in tune with confidence and expression. Maintain a good posture when singing. Breathe correctly when singing. Identify and describe the pitch of notes. Develop skills of pitch matching, making use of Sol-Fa and Kodaly. Learn to sing and play a variety of pieces of music.</p>	<p><u>Recorders - Melody</u> Listening and Appraising: Explore inter-related dimensions in Antonio Vivaldi's 'Recorder Concerto RV 443 in C Major'. Performance: Read the notes B, A and G in formal notation, correctly. Copy melodic patterns. Follow a conductor for start/stop louder/quieter faster/slower signs. Change the type of sound (high/low fast/slow loud/ quiet) Recognise and follow the symbols for crotchet, crotchet rest, quaver and minim. Compose: Compose a short composition to a brief using C major scale, making creative use of selected inter-related dimensions (dynamics, texture, pitch, rhythm). Make use of question-and-answer phrasing.</p>	<p><u>Mountains – Introduction to the Orchestra</u> Listening and Appraising: Begin to recognise different instrument families. Categorise different instruments into their families. Listen to and reflect on a piece of orchestral music. Performance: Perform as part of an ensemble and my own composition ideas. Composition: Create my own piece of music to represent a Mountain, using instruments and voice. Make use of question and answers phrasing.</p>	<p><u>Music from Egypt</u> Listening and Appraising: Explore and identify instruments with historical Egyptian origins. Performance: Explore and perform the minor and/ or harmonic minor scale on the glockenspiel. Composition: Compose a soundscape for a scene from 'Secrets of a Sun King' making creative use of a selection of inter-related dimensions.</p>	<p><u>Ensemble– Rounds & Partner Songs</u> Listening and Appraising: Listen to examples of rounds and partner songs, appreciating harmonies and rhythmic interplay. Analyse how voices create unity. Performance: Master blending voice in rounds. Experiment with partner songs, learning to sing different melodies simultaneously. Composition: Create rounds with varied melodies. Collaborate on partner songs, crafting musical narratives with classmates.</p>
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Wider Opportunities – Wigan Music Service

Year 4

Throughout the year, the children will learn how to play a selection of musical pieces on Orchestral string instruments. This will provide each child with the opportunity to explore pitch, rhythm, harmony, melody, structure, articulation, dynamics and texture on a string instrument. It will also allow them to develop musicianship ensemble and solo skills and techniques in performance. Children will also explore listening and appraising a wide variety of music, exploring the instruments within the orchestra.

Year 4

Introduction to the Violin

Know parts of the violin and bow.
Explore names and pitches of open strings (G, D, A, E).
Develop basic posture and bow hold.

Basic Bowing Techniques

Explore down-bow and up-bow techniques.
Explore and rehearse the major scale and its notes.
Rehearse basic rhythmic patterns.

Developing Left Hand Techniques

Understand first and second finger positions on the fingerboard.
Explore notes played using the first and second fingers.
Explore finger placement for accurate intonation.

Ensemble Playing

Understand the role of different parts in an ensemble.
Explore the concepts of balance and dynamics in group playing.
Develop simple harmonies and counter melodies.

Reading Notation

Continue to develop and practice your understanding of basic musical notation (notes, rests, staff, clefs).
Recall and continue to develop understanding of rhythmic values (whole - semibreve, half – minim, quarter- quaver, and eighth notes - semiquaver).
Continue to develop understanding of pitch notation on the treble clef.

Performance and Reflection

Explore and understand elements of expressive performance (dynamics, articulation, phrasing).
Develop and understanding of structure of a musical performance (introduction, main section, conclusion).
Rehearse the basics of stage presence and audience engagement.

<p style="text-align: center;">Year 5</p>	<p style="text-align: center;"><u>Ukulele 1 - Intro</u></p> <p>Listening and Appraising: Explore pieces of popular music and begin to appraise using the inter-related dimensions.</p> <p>Performance: Master playing open strings and down strumming simple chords accurately, focusing on rhythm and coordination.</p> <p>Composition: Explore chord and triad building, recognising major and minor chords, and identify note names of each open string. Learn to read chord diagrams to play chords like A minor, C major, and F major with fluency.</p>	<p style="text-align: center;"><u>Exploring Structures</u></p> <p>Listening and Appraising: Explore musical forms such as binary, ternary, and rondo, understanding how they shape the structure and progression of a piece.</p> <p>Performance: Develop confidence and expressiveness while singing, focusing on pitch accuracy and intonation</p> <p>Demonstrate awareness of different musical styles and genres. Practice singing in various forms, including binary, ternary, and rondo, understanding how to navigate the structure and transitions effectively.</p> <p>Composition: Experiment with composing in ternary form, exploring ways to create cohesive musical structures.</p>	<p style="text-align: center;"><u>Nigerian Drumming</u></p> <p>Listening and Appraising: Listen to traditional Nigerian drumming performances, experiencing the rhythmic complexity and cultural significance of this musical tradition.</p> <p>Analyse the interplay between different drums and rhythms.</p> <p>Performance: Learn to play and improvise using traditional Nigerian drumming patterns, mastering techniques such as hand positioning, striking, and rhythm control.</p> <p>Develop fluency and confidence in executing complex rhythmic patterns.</p> <p>Composition: Explore rhythmic structures and improvisational elements of Nigerian drumming, creating original drumming compositions.</p>	<p style="text-align: center;"><u>Ukulele Unit – Building on Knowledge</u></p> <p>Listening and Appraising: Analyse inter-related dimensions with confidence from popular music styles.</p> <p>Performance: Master playing A minor, C major, and F major chords on the ukulele, focusing on accuracy and clarity.</p> <p>Composition: : Develop the ability to read chord diagrams, understanding how to build and interpret them to play chords correctly on the ukulele.</p> <p>Playing in Solo and Ensemble: Practise playing ukulele in solo and ensemble contexts, focusing on fluency and expression. Learn to blend with others while maintaining individual musicality and confidence.</p>	<p style="text-align: center;"><u>Music for Soundscapes</u></p> <p>Listening and Appraising: Analyse inter-related dimensions with confidence from various musical styles such as ‘The River Flows in you’ by Yiruma. Explore how different musical elements contribute to the creation of soundscapes.</p> <p>Performance: Experiment with creating soundscapes using a range of instruments and techniques, focusing on capturing the mood and atmosphere of different environments.</p> <p>Composition: Compose original soundscapes, combining musical elements such as melody, harmony, rhythm, and texture to evoke specific landscapes or settings. Collaborate with peers to refine and develop compositions, exploring creative ways to convey imagery and emotions through music.</p>	<p style="text-align: center;"><u>Music for Ensembles</u></p> <p>Listening and Appraising: Explore the dynamics and textures of three-part rounds.</p> <p>Performance: Develop band ensemble skills through collaborative rehearsals, focusing on communication, teamwork, and cohesion. Experiment with creative interpretations of musical arrangements.</p> <p>Composition: Compose original music for various purposes, utilising inter-related dimensions such as melody, harmony, rhythm, and dynamics to convey intended emotions and themes. Experiment with arranging existing pieces of music for ensemble performance.</p>
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Year 6

Ukulele 1 – Recap Ukulele Skills and

Explore the Pentatonic Scale

Listening and Appraising:

Explore the inter-related dimensions in a variety of styles that make use of the pentatonic scale.

Recap:

Identify note names of each open string.

Play and know how to build chords A minor, C major and F major (triads).

Performance:

Continue to develop the ability to read chord diagrams.

Recognise the difference between major and minor chords. Develop an understanding of syncopation and perform pieces of music that make use of syncopation.

Composition:

Explore composing a chord progression that makes use of syncopation.

Playing Melodies from Staff Notation

Listening and Appraising:

Explore a variety of melody lines in a variety of pieces of music.

Performance:

Explore staff notation in treble and bass clef.

Sing in tune with confidence and expression.

Communicate expressively to an audience. Sing a range of melodies from a variety of styles of music.

Maintain good posture and breathe correctly when singing. Use clear diction.

Composition:

Explore arranging a section of a piece of music through reading standard notation in treble clef and bass clef.

Film Music and Leitmotifs

Listening and Appraising:

Explore the inter-related dimensions in a variety of leitmotifs in Romantic, film music and music for video games from a variety of composers. Recognise the sounds from an increasing number of instruments.

Performance:

Continue to develop reading staff notation in both treble and bass clef.

Composition:

Explore composing a leitmotif for a film and/or video game character, making use of a selection inter-related dimensions such as timbre, dynamics and pitch. Explore making use of a drone in your composition.

Exploration of The Symphony (George and the Dragon)

Listening and Appraising:

Explore a variety of music for the symphonic orchestra.

Performance:

Perform sections of the 'Star Wars' soundtrack by John Williams, whilst following standard notation. Perform own compositions to represent different characters in 'The George and the Dragon' story.

Make improvements to work and suggest improvements to the work of others.

Composition:

Compose own motifs to represent characters in 'The George and the Dragon' story, making creative use of the inter-related dimensions.

Ukulele Unit 2 – Blues and Improvising

Listening and

Appraising:

Explore the history of the 12 bar Blues. Listen to a variety of pieces of music from the Blues style. Explore and compare meaning behind lyrics in a selection of Blues pieces, exploring common conventions of lyrics (A A B form).

Performance:

Play 12 Bar Blues chord progression in C major. Explore and perform the Blues scale. Explore tablature for the ukulele and recap standard notation. Play 12-bar blues in C Major.

Composition:

Improvise using the Blues scale in time with the music. Play a solo and understand how musical parts fit together. Explore when to start and stop my solo or improvisation.

Song writing – Popular Music

Listening and

Appraising:

Recognise the characteristics of Popular music. Explore the interrelated dimensions in 'Get by With a Little Help from My Friends' by The Beatles.

Performance:

Communicate expressively to an audience showing awareness of place and occasion. Perform a variety of verses and choruses from different pieces of popular music.

Composition:

Use your understanding of the inter-related dimensions of music to contribute ideas to a group/solo composition. Compose a melody for chorus and a verse in the style of popular music.

						Make improvements to my work and suggest improvements to others.
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