



### Music Curriculum Overview Year B Class 1

	Autumn 1 My Stories	Autumn 2 Christmas Play	Spring 1 Our World	Spring 2 Rhythm in the Way We Walk and Banana Rap	Summer 1 Round and Round	Summer 2 Your Imagination
Knowledge	Know nursery rhymes by heart Know the words of songs tell a story	Know songs by heart Know that songs can be used to tell a story	Sing and rap songs from memory	Know pitch is high and low sounds Know pulse is the heartbeat of the music Know the names of some instruments	Know pitch is high and low sounds Know pulse is the heartbeat of the music Recognise and name instruments	Know pulse is the heartbeat of the music Recognise and name three or more instruments
Skills	Listen to music and respond to the pulse through movement Copy words, phrases and rhythms from songs Identify high and low pitched sounds Play in time with the pulse Sing in unison Add actions or substitute words	Sing and perform in front of an audience Use voice in a variety of ways – volume, pitch speed, beat	Respond to music through movement Find pulse through actions Copy rhythms and phrases Copy high and low pitched sounds Play a one note pattern in time with a pulse Sing and rap in unison Add actions and substitute words Perform a song	March to a pulse Copy back rhythms Clap rhythms to words and names Create own rhythms Rap and sing in time to music	March to a pulse Use imagination to find pulse Copy and clap rhythms Play tuned percussion accurately and in time Play using D, F and C Improvise using D	Find pulse in different ways Copy and clap rhythms Create own rhythms Sing in unison and in two parts Play accurately and in time using C and D
Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase	Sing, pitch, high, low, verse, chorus, perform, unison	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, classical, folk, motown, musical	Pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophone	Pulse, rhythm, pitch, improvise, compose, perform, audience	Musicals, film songs, pop, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination



### Music Curriculum Overview Year B Class 2

	Autumn 1 Tony Chestnut	Autumn 2 Christmas Play	Spring 1 Grandma Rap	Spring 2 Minibeasts	Summer 1 The Rockpool Rock	Summer 2 Tanczmy labada
Knowledge	Know songs have a verse-chorus structure Know a melody has a 'shape'	Know songs by heart Know that songs can be used to tell a story	Know different pieces of music have different pulse Know different notes have different values	Know music can represent an animal Identify instruments	Know some facts about rock 'n' roll music Identify, name and recognise some instruments and voices	Know that music helps people share tradition and culture.
Skills	Improvise rhythms using the note C or G Compose call-and-response music Play the melody on a tuned percussion instrument Sing with good diction Recognise and play echoing phrases by ear	Sing and perform with expression and confidence in front of an audience Use voice in a variety of ways – volume, pitch speed, beat – to create mood and show feeling	Show crotchet and quaver durations with actions Chant and play crotchet, quaver and crotchet rest rhythms Compose four-beat patterns and rhythmic accompaniments Chant and rap rhythmically Perform a rap	Compose an accompaniment using tuned percussion Play chords Create sound effects Sing clearly articulated words, smoothly and together in time Match voices accurately in a singing game Listen to the music and create a 'minibeast'-inspired dance	Listen, respond to and describe rock 'n' roll music Sing with confidence Learn and perform a song in two parts Play tuned percussion using C, D, F, G	Listen and match the beat of others and recorded music, adapting speed accordingly Listen to traditional and composed music from Poland Sing confidently in Polish Speak call-and-response sections Play an accompaniment on tuned percussion using C, F, G and A Compose a 4-beat body percussion pattern
Vocabulary	'cuckoo-call' (minor third), melody, echo, call-and-response, beat, tuned and untuned percussion, diction, improvise	Sing, pitch, high, low, verse, chorus, perform, unison	beat, crotchet, quaver, crotchet rest, rhythm, round	scrape, tap, bright, dull, shake, slide, scratchy, glissando, soft and hard beaters, metal, wood, choreograph, classical, choir	melody, notes, phrase, 12-bar-blues, introduction, verse, chorus, guitar, bass, accordion, piano, saxophone, scat, rock 'n' roll	beat, accompaniment, tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums)



### Music Curriculum Overview Year B Class 3

	Autumn 1 Three Little Birds	Autumn 2 Let your Spirit Fly	Spring 1 Blown Away Recorder 1	Spring 2 Blown Away Recorder 2	Summer 1 Stop!	Summer 2 Blackbird
Knowledge	Know songs have an introduction, verse and chorus Recognise and name instruments - Bass, drums, electric guitar, keyboard, organ, male, backing vocals Recognise rhythm, tempo changes and dynamics	Recognise and name instruments - Bass, drums, keyboard, female voice Recognise rhythm, tempo changes and dynamics	Notes are made when you blow into a recorder gently, saying 'tu' Sounds are made by air travelling through the recorder Melodies are represented by notes on a stave	Notes are made when you blow into a recorder gently, saying 'tu' Sounds are made by air travelling through the recorder Melodies are represented by notes on a stave	Know songs have an introduction, verse and chorus Recognise and name instruments - digital/electronic sounds, turntables, synthesizers, drums Recognise changes in tempo, dynamics and texture	Know songs can carry a message – e.g. civil rights, equality – and that lyrics can tell a story Recognise and name instruments - Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong
Skills	Copy, play and invent rhythmic and melodic patterns Sing in unison Play instrumental parts accurately and in time using G, A and C Improvise using C and D Compose using C, D, E, G and A (pentatonic scale)	Copy, play and invent rhythmic and melodic patterns Sing in unison Play instrumental parts accurately and in time using G, A and C Improvise using C and A Compose using C, D, E, G and A (pentatonic scale)	Count and clap to a beat Play in time to a beat/count Play notes B, A, G, E, D, F, C, high D, low (middle) C Compose a simple melody using known notes Perform recorder pieces Read musical notation	Count and clap to a beat Play in time to a beat/count Play notes B, A, G, E, D, F, C, high D, low (middle) C, F#, C# (low and high), high E, high F Compose a simple melody using known notes Perform recorder pieces Read musical notation	Copy, play and invent rhythmic and melodic patterns Read notes C and D Sing and rap in unison and in parts Compose own rapped lyrics on a given theme	Copy, play and invent rhythmic and melodic patterns Play instrumental parts accurately and in time using G, A, B and C Improvise using C, D and E Compose using C, D, E, G and A (pentatonic scale)
Vocabulary	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.	Crotchet, minim, semibreve, quaver, dotted notes, staccato, rests, repeat signs, sharp, flat, natural, time signatures, bars	Crotchet, minim, semibreve, quaver, dotted notes, staccato, rests, repeat signs, time signatures, bars, tied notes, slurs	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo



### Music Curriculum Overview Year B Class 4

	Autumn 1 Make You Feel My Love	Autumn 2 Glockenspiel	Spring 1 Ukulele	Spring 2 Ukulele	Summer 1 Dancing in the Street	Summer 2 Kisne Banaaya
Knowledge	Know the style indicators of a pop ballad Identify instruments and voices – strings, piano, guitar, bass, drums Talk about a song's features – dimensions, instruments, structure, historical context	Know the difference between pulse and rhythm Know how to handle and care for an instrument	Know correct holding position Know string names Know some history and cultural context for the ukulele		Know the style indicators for Motown Know songs can be structured as introduction, verse, chorus and bridge Identify instruments and voices - Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax)	Know that music helps people share tradition and culture Know style indicators for Indian folk music
Skills	Copy rhythm and pitch using C, D and E Sing in unison Play instrumental parts accurately and in time, by ear and from notation, using C, D, E, F and G Improvise using C, D and E Compose using C, D, E, F and G Perform using voice and instruments	Read and play notes on a staff – C, D, E, F, G Learn more complex rhythm patterns Learn to play tunes on glockenspiel Compose using C, D, E, F, G Perform a piece on glockenspiel	Strum open strings Strum chords C, F, G7, G Strum and pluck accurately and in time Change between chords in time with the music Sing and play simultaneously Improvise strumming patterns Improvise rhythms		Copy rhythm and pitch using F, G and A Sing in two parts Play instrumental parts accurately and in time, by ear and from notation, using F, G, A and D Improvise using D, E and F Compose using C, D, E, F and G Perform using voice and instruments	Sing and play the melody of Kisne banaaya using notes C#, D, E, F#, G, A, B Sing in a four-part round accompanied with a pitched ostinato Compose a simple accompaniment using tuned instruments Create and perform their own class arrangement
Vocabulary	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Ukulele, body, neck, tuning pegs, bridge, frets, strings, string names (G, C, E, A), up and down strokes, strum, pluck, beat, rhythm, tempo, dynamics		Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Swar (notes) Sa-Re-Ga-Ma-Pa-Dha-Ni-Sa, melody, harmony, chords, ostinato, a cappella, riyaz



### Music Curriculum Overview Year B Class 5

	Autumn 1 Classroom Jazz 2	Autumn 2 Touch the Sky	Spring 1 Ukulele	Spring 2 Ukulele	Summer 1 Happy	Summer 2 Summer Production
Knowledge	Know the style indicators of jazz Identify instruments and voices	Know style indicators of Scottish Folk Music Identify instruments – accordion, guitar, harp, fiddle, whistle, bodhrun	Know correct holding position Know string names Know some history and cultural context for the ukulele		Know the song structure and style indicators Identify instruments and voices Talk about musical dimensions used in the song	Know how to warm up voice and project when singing
Skills	Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C Improvise using C, D, E, F, G, A, B, C Improvise in a blues style	Sing accurately in two parts Improvise extended melodies using the pentatonic scale Play the drone, bass note or chord for a chorus of Skye Boat Song	Strum open strings Strum chords C, F, G7, G, Am, D, Dm, E, Em Strum and pluck accurately and in time Change between chords in time with the music Sing and play simultaneously Improvise strumming patterns Improvise rhythms Learn further chords and songs		Copy rhythms and pitch using G, A and B Sing in two parts Play accurately and in time using G, A, B, C, D, E, by ear and using notation Improvise using A, G and B Compose using C, E, G, A, and B	Learn songs Sing in unison and in parts Learn movements to accompany songs Perform on stage to an audience
Vocabulary	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	waltz, crotchet, quaver, pentatonic scale, melody, harmony, verse, chorus, intro, outro, piano, accordion, guitar, harp, whistle, fiddle, bodhran, accompaniment	Ukulele, body, neck, tuning pegs, bridge, frets, strings, string names (G, C, E, A), up and down strokes, strum, pluck, beat, rhythm, tempo, dynamics, major, minor		style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.	Melody, tune, rhythm, unison, rounds, parts