

Music Curriculum – Categorising knowledge

	Autumn	Spring	Summer
EYFS			
Y1	<p>Pulse and rhythm (Theme: all about me) Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.</p>	<p>Classical Music, Dynamics and tempo: animals Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and composing a short section of music as a group using their voices and instruments.</p>	<p>Musical Vocabulary (Theme: Under the sea) Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.</p>
Y2	<p>African call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.</p>	<p>Orchestral instruments (Theme: Traditional stories) Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.</p>	<p>Myths and legends Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>
Y3	<p>Traditional instruments and Improvisation (India) Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.</p>	<p>Jazz Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.</p>	<p>Developing singing techniques and keeping in time: The Vikings (<i>taught alongside Iron Age unit and prep for Y4</i>) Developing singing skills in this history-themed topic and learning to recognise staff notation.</p>
Y4	<p>Adapting and transposing motifs: Romans Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them to their peers</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.</p>	<p>Rock and Roll Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music.</p>
Y5	<p>Blues Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.</p>	<p>Composition to represent the festival of colour (Theme: Holi festival) Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.</p>	<p>Looping and Remixing: Dance Music Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well known song before putting a dance music spin to it.</p>
Y6	<p>Advanced Rhythms – Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop a sense of pulse before composing and notating a piece of their own.</p>	<p>Songs of WW2 Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.</p>	<p>Composing and Performing A Leavers' Song Listening to and critiquing songs reflective of new beginnings. Creating their own leavers' song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept</p>

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			of the four chord backing track and composing melodies.
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NC Coverage

KS1 NC	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Y1	<p>Pulse and rhythm</p> <p>Classical music, dynamics and tempo</p>	<p>Tuned: Musical Vocabulary</p> <p>Pulse and rhythm</p> <p>Untuned: Musical Vocabulary</p> <p>Pulse and rhythm;</p> <p>Classical music, dynamics and tempo</p>	<p>Pulse and rhythm</p> <p>Classical music, dynamics and tempo</p> <p>Musical Vocabulary</p>	<p>Pulse and rhythm</p> <p>Classical music, dynamics and tempo</p> <p>Musical Vocabulary</p>
Y2	<p>African call and response song</p> <p>Myths and legends (?)</p>	<p>Tuned and Untuned: African call and response song;</p> <p>Orchestral instruments;</p> <p>Myths and legends</p>	<p>African call and response song</p> <p>Orchestral instruments</p> <p>Myths and legends</p>	<p>African call and response song</p> <p>Orchestral instruments</p> <p>Myths and legends</p>

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KS2 NC	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music
Y3	<p>Voices: Developing singing techniques and keeping in time</p> <p>Tuned: Jazz; Traditional instruments and Improvisation</p> <p>Untuned: Traditional instruments and Improvisation (India)</p>	<p>Developing singing techniques and keeping in time</p> <p>Jazz</p> <p>Traditional instruments and Improvisation (India)</p>	<p>Developing singing techniques and keeping in time</p> <p>Jazz</p> <p>Traditional instruments and Improvisation (India)</p>	<p>Developing singing techniques and keeping in time</p> <p>Jazz</p> <p>Traditional instruments and Improvisation (India)</p>	<p>Developing singing techniques and keeping in time</p> <p>Jazz</p> <p>Traditional instruments and Improvisation (India)</p>	<p>Developing singing techniques and keeping in time</p> <p>Jazz</p> <p>Traditional instruments and Improvisation (India)</p>
Y4	<p>Voices: Changes in pitch, tempo and dynamics (Rivers);</p> <p>Tuned: Rock and Roll</p> <p>Untuned: Changes in pitch, tempo and dynamics (Rivers);</p>	<p>Rock and Roll</p> <p>Changes in pitch, tempo and dynamics</p> <p>Adapting and transposing motifs: Romans</p>	<p>Rock and Roll</p> <p>Changes in pitch, tempo and dynamics</p> <p>Adapting and transposing motifs: Romans</p>	<p>Rock and Roll</p> <p>Changes in pitch, tempo and dynamics</p> <p>Adapting and transposing motifs: Romans</p>	<p>Rock and Roll</p> <p>Samba and Carnival Sounds and Instruments: South America</p> <p>Changes in pitch, tempo and dynamics</p> <p>Adapting and transposing motifs: Romans</p>	<p>Rock and Roll</p> <p>Samba and Carnival Sounds and Instruments: South America</p>

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Y5	<p>Voices: Composition to represent the festival off colour: Holi</p> <p>Tuned: Blues;</p> <p>Looping and remixing: dance music</p> <p>Untuned: Composition to represent the festival off colour: Holi</p>	<p>Blues</p> <p>Composition to represent the festival off colour: Holi</p> <p>Looping and remixing: dance music</p>	<p>Blues</p> <p>Composition to represent the festival off colour: Holi</p> <p>Looping and remixing: dance music</p>	<p>Blues</p> <p>Looping and remixing: dance music</p>	<p>Blues</p> <p>Composition to represent the festival off colour: Holi</p> <p>Looping and remixing: dance music</p>	<p>Blues</p>
Y6	<p>Voices: Songs of WW2; Leavers' Song</p> <p>Tuned: <i>Leavers' Song (own instruments?)</i></p> <p>Untuned- Body Percussion: Advanced Rhythms – could include untuned percussion</p>	<p>Advanced Rhythms</p> <p>Leavers' Song</p>	<p>Advanced Rhythms</p> <p>Songs of WW2</p> <p>Leavers' Song</p>	<p>Advanced Rhythms</p> <p>Songs of WW2</p>	<p>Advanced Rhythms</p> <p>Songs of WW2</p> <p>Leavers' Song</p>	<p>Advanced Rhythms</p> <p>Songs of WW2</p>

This overview organises the curriculum into our main categories to support the children with making important learning connections and support with building subject schema. If you would like further detail regarding this curriculum area please e-mail your enquiry to:

admin@rivermead.wokingham.sch.uk with the subject "DT Curriculum enquiry FAO Curriculum and DT leader"