Bowesfield Primary School Music Curriculum Overview

Year 1 / 2 Cycle A	**Pulse, rhythm and pitch** Learn a new musical style and describe its differences compared with other previous learnt music. Learn about dimensions of music – pitch (recap pulse, rhythm) Use untuned instruments to explore pulse and rhythm. Sing and improvise simple patterns. Play tuned instrument showing a steady beat (pulse). Play notes G or G A C using the glockenspiel or recorder. Improvise with notes C and D. Sing as a group in unison. Discuss their performance and evaluate	**Playing in an orchestra** Learn a new musical style and describe its differences compared with other previous learnt music. Learn about dimensions of music – pitch (recap pulse, rhythm) Use untuned instruments to explore pulse and rhythm. Sing and improvise simple patterns. Play tuned instrument showing a steady beat (pulse). Play notes G or G A C using the glockenspiel or recorder. Improvise with notes C and D. Sing as a group in unison. Discuss their performance and evaluate	**Inventing a musical story** Learn how the songs can tell a story or describe an idea. Develop a deeper understanding of structure within a song. Copy rhythms with increased knowledge and confidence. Sing with some clear diction. Play notes F or D C using the glockenspiel or recorder. Improvise with notes F and G. Learn about performance and building confidence. Perform for an audience	**Recognising different sounds** Learn how the songs can tell a story or describe an idea. Develop a deeper understanding of structure within a song. Copy rhythms with increased knowledge and confidence. Sing with some clear diction. Play notes F or D C using the glockenspiel or recorder. Improvise with notes F and G. Learn about performance and building confidence. Perform for an audience	**Exploring improvisation** Learn that songs have a verse and / or chorus. Retell the names of songs previously learnt and to talk about their experiences of them. Play and improvise using untuned instruments. Sing songs show some understanding of pulse and rhythm. Learn how to start and stop when singing and playing. Play notes C or E and G using the glockenspiel or recorder. Compose using notes C and D or three notes - C D and E. Play back compositions. Record their performance and learn from watching it back	**Our big concert** Learn that songs have a verse and / or chorus. Retell the names of songs previously learnt and to talk about their experiences of them. Play and improvise using untuned instruments. Sing songs show some understanding of pulse and rhythm. Learn how to start and stop when singing and playing. Play notes C or E and G using the glockenspiel or recorder. Compose using notes C and D or three notes - C D and E. Play back compositions. Record their performance and learn from watching it back
Year 1/ 2 Cycle B	**My musical heartbeat** Talk about the music, comparing it to other musical pieces Play an instrument along to the beat Know how to play and improvise simple patterns Recognise fast, medium and slow tempos. Explore different ways to play instruments (shaking, hitting, scraping, etc). Make different sounds (loud, quiet, high, low) Sing as a group, perform and evaluate	**Dance, sing and play** Talk about the music, comparing it to other musical pieces Play an instrument along to the beat Know how to play and improvise simple patterns Recognise fast, medium and slow tempos. Explore different ways to play instruments (shaking, hitting, scraping, etc). Make different sounds (loud, quiet, high, low Sing as a group, perform and evaluate	**Exploring sounds** Talk about the music, comparing it to other musical pieces Know how to play and improvise simple patterns Recognise fast, medium and slow tempos. Explore different ways to play instruments (shaking, hitting, scraping, etc). Add high and low sounds, pitch, when singing and playing instruments. Play G, F and D on the glockenspiel or recorder. Sing as a group, perform and evaluate	**Learning to listen** Talk about the music, comparing it to other musical pieces Know how to play and improvise simple patterns Recognise fast, medium and slow tempos. Explore different ways to play instruments (shaking, hitting, scraping, etc Add high and low sounds, pitch, when singing and playing instruments. Play G, F and D on the glockenspiel or recorder. Sing as a group, perform and evaluate	**Having fun with improvisation** Create rhythms and improvise using untuned instruments Know how to play and improvise simple patterns Recognise fast, medium and slow tempos. Explore different ways to play instruments (shaking, hitting, scraping, etc Play C, E, G, F and D on the glockenspiel or recorder. Children can sing as a group, perform and evaluate	**Let's perform together** Create rhythms and improvise using untuned instruments Know how to play and improvise simple patterns Recognise fast, medium and slow tempos. Explore different ways to play instruments (shaking, hitting, scraping, etc Play C, E, G, F and D on the glockenspiel or recorder. Children can sing as a group, perform and evaluate

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Year 3 / 4 Cycle A	**Musical structures** Confidently identify and move to the pulse. Talk about the musical dimensions in a song – Structure, tempo (fast and slow) Copy back and sing rhythms – Bronze level. Learn to pitch copy back using notes G and /or A and C and D. Create a melody using notes CDE – Glockenspiel lessons. Sing and play instrument parts.	**Exploring feelings when you play** Confidently identify and move to the pulse. Talk about the musical dimensions in a song – Structure, tempo (fast and slow) Copy back and sing rhythms – Bronze level. Learn to pitch copy back using notes G and /or A and C and D. Create a melody using notes CDE – Glockenspiel lessons. Sing and play instrument parts.	**Compose with your friends** Use musical words when talking about the music and how it makes them feel. Name the instruments used in the song. Clap 4 rhythm words after adult support (Silver level) Learn to pitch copy back using notes E, F G (without notation) Sing in unison and in simple two-parts. Play and improvise using instruments, using notes: C D E F F# G A B. create musical ideas for people to copy or respond to. Children can sing in unison holding a simple tune. Present a musical performance designed to capture the audience.	**Feelings through music** Use musical words when talking about the music and how it makes them feel. Name the instruments used in the song. Clap 4 rhythm words after adult support (Silver level) Learn to pitch copy back using notes E, F G (without notation) Sing in unison and in simple two-parts. Play and improvise using instruments, using notes: C D E F F# G A B. create musical ideas for people to copy or respond to. Children can sing in unison holding a simple tune. Present a musical performance designed to capture the audience.	**Expression and improvisation** Learn to create simple rhythms. Copy back using notes C and B (with notation). Sing with awareness of being 'in tune'. Play and improvise using instruments, using notes: C D E F F# G A B. Perform in a group or as a class and comment on their performance.	**The show must go on** Learn to create simple rhythms. Copy back using notes C and B (with notation). Sing with awareness of being 'in tune'. Play and improvise using instruments, using notes: C D E F F# G A B. Perform in a group or as a class and comment on their performance.
Year 3/ 4 Cycle B	**Writing music down** Identify and move to the pulse. Copy back and sing rhythms – Bronze level. Learn to pitch copy back using notes G and /or A and C and D. Improvise by listening and sing back. Create a melody using notes CDE – Glockenspiel Choose what to perform and create the song. Sing and play instrument parts.	**Playing in a band** Identify and move to the pulse. Copy back and sing rhythms – Bronze level. Learn to pitch copy back using notes G and /or A and C and D. Improvise by listening and sing back. Create a melody using notes CDE – Glockenspiel Choose what to perform and create the song. Sing and play instrument parts.	**Compose using your imagination** Use musical words when talking about the music and how it makes them feel. Listen and name the instruments used in the song. Clap 4 rhythm words after adult support (Silver level) Learn to pitch copy back using notes E, F G (without notation) Sing in unison and in simple two-parts. Play and improvise using instruments Plan and create a section of music that can be performed within the song unit. Present a musical performance designed to capture the audience.	**More musical styles** Use musical words when talking about the music and how it makes them feel. Listen and name the instruments used in the song. Clap 4 rhythm words after adult support (Silver level) Learn to pitch copy back using notes E, F G (without notation) Sing in unison and in simple two-parts. Play and improvise using instruments Plan and create a section of music that can be performed within the song unit. Present a musical performance designed to capture the audience.	**Enjoying improvisation** Think about structure and tempo, dimension and texture (layers of sound to make it interesting) and understand its meaning. Lead clapping 4 rhythm words (Gold level). Learn to create own simple rhythms. Learn to pitch copy back using notes C and B (with notation). Sing with awareness of being 'in tune'. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics or tempo.	**Opening night** Think about structure and tempo, dimension and texture (layers of sound to make it interesting) and understand its meaning. Lead clapping 4 rhythm words (Gold level). Learn to create own simple rhythms. Learn to pitch copy back using notes C and B (with notation). Sing with awareness of being 'in tune'. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics or tempo.

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Year 5	**Melody and harmony in music** Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Play the notes C A B (easy) D, E, F sharp, G (medium) Play Bossa Nova B, A + G Swing D, E, G, A +B Rehearse and perform a glockenspiel piece. To improvise - play and Copy Back Copy back using instruments. Use 1 note: G Create simple melodies using up to three different notes and simple rhythms that work musically with the style of the Unit song.	**Sing and play in different styles** Sing in unison and to sing backing vocals. Enjoy exploring singing solo. Play the notes C A B (easy) D, E, F sharp, G (medium) Play Bossa Nova B, A + G Swing D, E, G, A +B Rehearse and perform a glockenspiel piece. To improvise - play and Copy Back Copy back using instruments. Use 1 note: G Create simple melodies using up to three different notes and simple rhythms that work musically with the style of the Unit song.	**Composing and chords** Follow a leader when singing. Experience rapping and solo singing Play the notes C, F (easy) E, F, G, A, B + C. (medium) and D and A (easy) and G and A.(medium) Create simple melodies using up to three different notes and simple rhythms that work musically with the style of the Unit song. Notes C D E and D E F. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	**Enjoying musical styles** Follow a leader when singing. Experience rapping and solo singing Play the notes C, F (easy) E, F, G, A, B + C. (medium) and D and A (easy) and G and A.(medium) Create simple melodies using up to three different notes and simple rhythms that work musically with the style of the Unit song. Notes C D E and D E F. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	**Freedom to improvise** Lead the class by inventing rhythms for others to copy back Sing with awareness of being 'in tune'. Play the notes G (easy) F and G (medium) Lead a group. To improvise! Take it in turns to improvise using 1 note: D Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Notes C, D, E, F + G Record the composition in any way appropriate that recognises the connection between sound and symbol	**Battle of the bands** Lead the class by inventing rhythms for others to copy back Sing with awareness of being 'in tune'. Play the notes G (easy) F and G (medium) Lead a group. To improvise! Take it in turns to improvise using 1 note: D Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Notes C, D, E, F + G Record the composition in any way appropriate that recognises the connection between sound and symbol
Year 6	**Music and technology** Talk about feelings created by the music and justify an opinion with reference to the musical elements. Find the pulse and demonstrate the beat, identifying the first beat of the bar in simple and complex time signatures. identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.	**Developing ensemble skills** Actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. Understand and respond to music in simple and complex time signatures - of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	**Creative composition** Actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. Understand and respond to music in simple and complex time signatures - of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	**Musical styles connect us** Actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. Understand and respond to music in simple and complex time signatures - of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	**Improvising with confidence** Improvise, thinking about phrasing and dynamic. Play, improvise and compose using a selection of these notes: C, C♯, D, E, F, F♯, G, G♯, A♭, A, B♭, B Actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. Understand and respond to music in simple and complex time signatures - of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	**Farewell tour** Actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. Understand and respond to music in simple and complex time signatures - of 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.