



Music Curriculum Overview

Year 1			
	Autumn <i>Exploring sounds</i>	Spring <i>Beat</i>	Summer <i>Pitch</i>
National Curriculum statement	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
Music express unit	<p>Ourselves (Autumn 1)</p> <p>Weather (Autumn 2)</p>	<p>Number (Autumn 1)</p> <p>Machines (Spring 2)</p>	<p>Animals (Autumn 2)</p> <p>Seasons (Spring 1)</p>
Cultural Capital / Enrichment	<p>Know how to use voice to produce a range of sounds.</p>	<p>Be able to produce music using percussion and other instruments.</p>	<p>Know how to use voice to produce a range of sounds.</p> <p>Be able to produce music using percussion and other instruments.</p>
Vocabulary	<p>Pitch, dynamics, tempo, duration, long, short, loud, quiet, louder, quieter, timbre.</p>	<p>Beat, tempo, tempi, dynamics, rhythm, fast, slow, faster, slower.</p>	<p>High, low, pitch, dynamics, loud, quiet, louder, quieter, high, low, higher, lower.</p>
Links to other topics	<p>Year 2 (Autumn)</p> <p>Year 4 (Autumn)</p>	<p>Year 2 (Spring)</p> <p>Year 4 (Summer)</p>	<p>Year 2 (Summer)</p> <p>Year 3 (Summer)</p>

Year 2

	Autumn <i>Exploring sounds</i>	Spring <i>Beat</i>	Summer <i>Pitch</i>
National Curriculum statement	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>
Music express unit	<p>Ourselves (Autumn 1)</p> <p>Our land (Autumn 2)</p>	<p>Toys (Autumn 1)</p> <p>Our bodies (Autumn 2)</p>	<p>Animals (Spring 1)</p> <p>Seasons (Spring 2)</p>
Cultural Capital / Enrichment	<p>Know how to use voice to produce a range of sounds.</p> <p>Recognise different sounds and textures.</p>	<p>Know how to control tempo and what effect this may have on sound.</p> <p>Be able to produce music using percussion and other instruments.</p>	<p>Understand how music is written in order for musicians to play it.</p> <p>Be able to produce music using percussion and other instruments.</p>
Vocabulary	<p>Pitch, solo, duet, duration, texture, score, call and response, rhythm, tempo, dynamics, beat, drone, melody, duration, texture.</p>	<p>Beat, tempo, metre, score, dynamics, rhythm, ostinato.</p>	<p>Beat, pitch, notation, accompaniment, ostinato, arrangement.</p>
Links to other topics	<p>Year 1 (Autumn)</p> <p>Year 4 (Autumn)</p>	<p>Year 1 (Spring)</p> <p>Year 4 (Summer)</p>	<p>Year 1 (Summer)</p> <p>Year 3 (Summer)</p>

Year 3			
	Autumn <i>Structure</i>	Spring <i>Composition</i>	Summer <i>Pitch</i>
National Curriculum statement	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>
Music express unit	<p>Human body (Summer 1)</p> <p>Ancient worlds (Summer 2)</p>	<p>Environment (Autumn 1)</p> <p>Communication (Spring 2)</p>	<p>China (Spring 1)</p> <p>In the past (Spring 2)</p>
Cultural Capital / Enrichment	<p>Know how different cultures have used music and how this differs from current music.</p> <p>Be able to produce music using percussion and other instruments.</p>	<p>Understand different sounds and how these can be visually represented.</p> <p>Know how technology and computing can be used in the music industry.</p>	<p>Know about different cultures and how they use music.</p> <p>Understand basic notation and how music is written down.</p>
Vocabulary	<p>Call and response, beat, rhythm, melody, binary form, tempo, mood, dynamics, ostinato, ostinati, echo, sequence, pitch, round.</p>	<p>Timbre, ostinato, pitch, drone, tempo, dynamics, expression, ternary, rondo, chorus, verse, rhythm, phrase, soundscape.</p>	<p>Chordophone, pentatonic, pitch, glissando, drone, notation, stave, crotchet, quaver.</p>
Links to other topics	<p>Year 4 (Autumn)</p> <p>Year 5 (Autumn)</p> <p>Year 6 (Autumn)</p>	<p>Year 4 (Spring)</p> <p>Year 5 (Summer)</p>	<p>Year 1 (Summer)</p> <p>Year 3 (Summer)</p>

Year 4

	Autumn <i>Exploring sounds and structure</i>	Spring <i>Composition and notation</i>	Summer <i>Beat</i>
National Curriculum statement	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music.</p>	<p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Use and understand staff and other musical notations.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
Music express unit	Sounds (Autumn 2) Recycling (Autumn2)	Environment (Autumn 1) In the past (Summer 2)	Building (Spring 1) Time (Summer 1)
Cultural Capital / Enrichment	<p>Know how sounds are made and be able to produce a beatbox vocally.</p> <p>Take responsibility for the environment by recycling household waste.</p>	<p>Know how to represent a theme in music.</p> <p>Know who key composers from the past are and recognise key pieces of their work.</p>	Be able to produce music using percussion and other instruments.
Vocabulary	Aerophone, chordphone, membranophone, idiophone, beatbox, unison, round, vibration, break, spiritual, binary, rhythm, groove, verse, chorus, ternary, improvisation, rondo structure (ABACA).	Timbre, texture, pitch, dynamics, duration, tempo, structure, ostinato, ostinati, introduction, Cada, ternary form, fanfare, rhythm ostinato, beat, chord, riff, break, instrumental link.	Verse, chorus, ostinato, ostinati, dynamics, riff, texture, drone, rondo, fanfare, crescendo, circular score, beat, metre, rhythm, syncopation, chord, break, Waltz
Links to other topics	Year 1 (Autumn) Year 6 (Autumn) Year 2 (Autumn) Year 3 (Autumn) Year 5 (Autumn)	Year 3 (Spring) Year 5 (Summer)	Year 1 (Spring) Year 2 (Spring)

Year 5			
	Autumn <i>Structure</i>	Spring <i>Listening</i>	Summer <i>Composition</i>
National Curriculum statement	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
Music express unit	Life cycles (Spring 1)	Solar system (Autumn 2)	At the movies (Summer 1)
Cultural Capital / Enrichment	Understand and recognise famous composers and the types of music they produce.	Understand and recognise famous composers and the types of music they produce.	Know how music has evolved over time and been used in a range of industries.
Vocabulary	Structure, round, metre, melody, lead vocal, backing vocal, cumulative, beat, pulse, tempo, tempi, dynamics, pitch, clusters, symmetrical, chord, trill, minor,	Structure, verse, chorus, bridge, dynamics, timbre, melodic ostinato, diminuendo, crescendo, texture, tempo, tempi, duration, rhythm, pitch.	Tempo, dynamics, timbre, tempo, phrase, pitch, texture, melody, rhythm,
Links to other topics	Year 3 (Autumn) Year 4 (Autumn) Year 6 (Autumn)	Year 6 (Spring)	Year 3 (Spring) Year 4 (Spring)

Year 6			
	Autumn <i>Structure</i>	Spring <i>Listening</i>	Summer <i>Performing</i>
National Curriculum statement	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
Music express unit	World unite (Autumn 1)	Growth (Spring 1)	Leavers assembly/production
Cultural Capital / Enrichment	Know how to use music as a means of expressing personality and thought.	Understand why buskers use music to express themselves and what a buskers life is really like (homelessness).	
Vocabulary	Structure, beat, syncopation, melody, rhythm, pitch, scat singing, harmony.	Texture, rhythm, ostinato, metre, structure, beat, unison, harmony, dynamics, flashmob.	
Links to other topics	Year 3 (Autumn) Year 4 (Autumn) Year 5 (Autumn)	Year 5 (Spring)	