

Dunmore

Music Curriculum



Scheme of Work EYFS – Year 6

Music is sequenced and tailored through high quality lessons equipping all children with the knowledge and skills needed to make and to appreciate good music. By providing opportunities to engage in singing, listening, composing and performing we hope to steadily increase development of musicianship in all children and to inspire them to develop a life-long love of music.

EYFS – Expressive Art and Design - Music

Early Learning Goals:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and - when appropriate – try to move in time with music.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	All about me Harvest Traditional Tales Autumn	Celebrations Dinosaurs Christmas	Winter Chinese New Year Space	Superheroes Spring Easter	Gardens (Plants, Minibeasts, Life cycles)	Bears Summer Holidays
How it is taught in EYFS	<ul style="list-style-type: none"> • Know a range of songs • Copy and clap a rhythm • Explore high sounds and low sounds using voices • Respond to music through movement. 	<ul style="list-style-type: none"> • Explore how music is used around the world during celebrations • Listen to the sounds different percussion instruments make • Know that sounds can be changed by altering the way instruments are played 	<ul style="list-style-type: none"> • Explore and engage in music making showing a simple understanding of beat • Join in with songs • Participate in action songs 	<ul style="list-style-type: none"> • Tap out simple repeated rhythms • Show interest in the way musical instruments sound • Explore high pitch and low pitch • Begin to understand emotion in music 	<ul style="list-style-type: none"> • Change the tempo and dynamic in music • Know how to use a wide variety of instruments • Describe music in simple terms 	<ul style="list-style-type: none"> • Sing a range of rhymes and songs, perform songs with others and move in time to music.
Early Years Curriculum	Singing familiar songs and building up a bank of nursery rhymes. Moving to music Listening to music Talking about different types of music Exploring different instruments and the sounds they make. Using instruments in provision and in role play. Enjoying and joining in with stories with repetitive refrains Performing songs to others					
Key vocabulary	Rhythm High and low	Celebrate Percussion Loud and quiet Fast and slow	Beat	Pitch High and low Emotions	Loud and quiet High and low Fast and slow	Loud and quiet High and low Fast and slow

Music Curriculum Overview Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Beat and rhythm	Nativity Play	Tempo, beat, and rests	Playing percussion instruments	Pitch and rhythm	Percussion instruments - continued
Subject skills and knowledge	<ul style="list-style-type: none"> - Marking the beat of songs with actions - Synchronising with a partner - Making up new words to a song 	<ul style="list-style-type: none"> - Singing with a good sense of pulse - Joining in and stopping as appropriate - Following simple performance direction for dynamics and tempo - Playing simple accompaniment on untuned percussion instruments 	<ul style="list-style-type: none"> - Performing familiar songs and rhymes at different tempi - Practicing how to maintain a steady beat - Introducing rests into our singing and playing - Expressing music through movement and dance 	<ul style="list-style-type: none"> - Exploring different instrumental sounds and how they can be played - Learning to play untuned instruments carefully, following instructions of gestures, symbol cards and word cues - Counting and playing instruments to a steady pulse 	<ul style="list-style-type: none"> - Learning and taking part in new singing games - Singing with a sense of shape of the melody - Walking to a steady pulse in a well-formed circle 	<ul style="list-style-type: none"> - Practicing playing untuned instruments accurately, following the instructions of gestures and simple notation - Copying and improvising short rhythm patterns - Counting and playing to a steady pulse
Composers	Delibes	Tchaikovsky	Bach	Gershwin	Nina Simone	Faure
Key words	High/low pitch, melody, singers, piano, percussion, audience, glockenspiel, beater, tambourine, maraca, triangle, claves					

Music Curriculum Overview Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Singing games	Pitch	Beat, rhythm and tempo	Playing percussion instruments	Singing games - continued	Playing percussion instruments - continued
Subject skills and knowledge	<ul style="list-style-type: none"> - Clapping and playing rhythm patterns - Exploring different ways of producing sound with voice - Singing in tune with a limited pitch range 	<ul style="list-style-type: none"> - Copying a leader in call-and-response songs - Listening and moving in time to a song - Playing classroom instruments on the beat 	<ul style="list-style-type: none"> - Exploring shorter and longer note values - Marking the beat of songs through actions - Performing familiar songs and rhymes at various tempi - Using untuned percussion instruments to accompany songs 	<ul style="list-style-type: none"> - Exploring the different ways instruments can produce sounds - Playing un-tuned instruments with increasing accuracy - Counting, internalising and playing instrumental patterns to a steady pulse - Copying and improvising short rhythm patterns 	<ul style="list-style-type: none"> - Learning and taking part in new and familiar singing games - Practising singing with a sense of shape of the melody and with rhythmic accuracy - Following cue word actions and jumping to the rhythm of the words - Improvising movements to a steady pulse 	<ul style="list-style-type: none"> - playing a range of percussion instruments with increasingly correct technique - exploring beat and texture - developing our understanding of dynamics
Composers	Schubert	Whitacre	Presley	Prokofiev	Satie	Handel
Key words	Beat, rhythm, drums, folk, question and answer, crotchet, quaver, tempo					

Music Curriculum Overview Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Beat	Pitch	Pulse and Rhythm	Melody	Duration	Percussion instruments
Subject skills and knowledge	<ul style="list-style-type: none"> - Reading and performing rhythms from stick notation - Improvising short rhythm patterns - Moving in time with the beat 	<ul style="list-style-type: none"> - Showing the shape of the pitch moving with actions - Listening and responding to pieces of music 	<ul style="list-style-type: none"> - Learning about crotchets, quavers and crotchet rests (ta, ti-ti, sh) - Exploring rhythms of known songs and rhymes - Composing short rhythmic phrases - Performing our compositions on classroom instruments 	<ul style="list-style-type: none"> - Inventing simple patterns using rhythms and notes C-D-E - Composing music, structuring short ideas into a bigger piece - Notating, reading, and following a 'score' - Recognising and copying rhythms and pitches C-D-E 	<ul style="list-style-type: none"> - Playing a range of percussion instruments with correct technique - Exploring beat and beat division, structure, and textural layering - Developing our understanding of dynamics and ensemble playing 	<ul style="list-style-type: none"> - Playing with correct technique - Exploring beat, rhythm, structure, and dynamics - Working on our ensemble skills
Composers	Allegri	Mussorgsky	Pachelbel	Khachaturian	Queen	Elgar
Key words	Introduction, verse, chorus, dynamics, guitar, pentatonic scale, solo, lyrics					

Music Curriculum Overview Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Music notation	Recorder playing	Recorder playing	Recorder playing	Recorder playing	Recorder playing
Subject skills and knowledge	<ul style="list-style-type: none"> - Reading, writing and performing from stick notation - Learning about the stave notation and position of notes on the stave - Clapping and playing rhythm patterns, practising an ability to sight-read ahead 1 beat 	<ul style="list-style-type: none"> - Developing correct technique of recorder holding and producing a sound - Playing notes B A G - Reading rhythm notation (ta, ti-ti, rest) 	<ul style="list-style-type: none"> - Developing proficiency in playing the notes B, A, and G with various note values (minim, crotchet, quaver, crotchet rest) - Reading and interpreting notes from the stave notation - Playing collaboratively in a group, focusing on active listening and maintaining the beat - Composing short melodies using the notes B, A, and G 	<ul style="list-style-type: none"> - Learning the melody and structure of 'Enchanted forest' piece through a combination of chanting, singing, and playing - Rehearsing and performing 'Enchanted forest' - Body percussion rhythms - Working on developing a beautiful tone, understanding beat and structure, and learning to think in musical phrases. 	<ul style="list-style-type: none"> - Developing and extending recorder playing skills, including focus on articulation (staccato and slurs) - increasing the range of notes to include B-A-G-C-D-low E 	<ul style="list-style-type: none"> - Composing melodies in ABAB form using crotchets, quavers, semiquavers and crotchet rests - Practicing playing our recorder compositions in pairs - Developing note reading on staff notation – recognising a variety of note values and pitches
Composers	Marcello	Brahms	Honegger	Villa-Lobos	Barber	Copland
Key words	Notation, treble clef, minim, crotchet, staccato, legato, structure, rest					

Music Curriculum Overview Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	African drumming	Sea shanties	Ukulele skills	Ukulele skills	Ukulele skills	Ukulele skills
Subject skills and knowledge	<ul style="list-style-type: none"> - Learning to play different rhythms and tones on the djembe drums - Working in groups to create and perform music using polyrhythms - Developing understanding of structure in traditional music of Western Africa 	<ul style="list-style-type: none"> - Creating class arrangements of a sea shanty - Composing body percussion and cup patterns to accompany a sea shanty - Writing patterns using rhythm grids 	<ul style="list-style-type: none"> - Reading stave notation and tablature - Learning and practicing the chords of C and Am - Exploring simple strumming patterns 	<ul style="list-style-type: none"> - Reading and playing notes A, B, C, E, F - Consolidating rhythms with crotchet, quavers, minims and crotchet rests - Performance skills: practising and performing 'For Elise' and '12-bar uke blues' 	<ul style="list-style-type: none"> - Singing with expression and a sense of the style of music - Listening and identifying similarities and differences between folk and folk-rock styles - Composing a short piece for ukulele using major and minor chords, and a range of playing techniques 	<ul style="list-style-type: none"> - Identifying and practising playing chords with correct fingers - Practising changing between chords - Learning common strumming patterns, including the calypso strum - Analysing song structure, identifying introduction, verse, chorus, and instrumental sections
Composers	Vivaldi	Steve Reich	Purcell	Beethoven	Debussy	Armstrong
Key words	Tone, bass, ostinato, chord, strumming, major, minor, tonality, structure, introduction, verse, chorus, instrumental, timbre					

Music Curriculum Overview Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Latin Dance	Singing and performance	Journey into Space	Music in Britain since 1930	You to me are everything	Leavers' production
Subject skills and knowledge	<ul style="list-style-type: none"> - Listening to a range of Latin American pieces, understanding influences on the music - Singing syncopated rhythms - Playing a part on ukuleles as part of a whole-class performance - Improvising percussive drum rhythms 	<ul style="list-style-type: none"> - Practicing songs and instrumental pieces for Carol Service - Singing with a sense of performance and ensemble - Singing in parts, with awareness of how the parts fit together 	<ul style="list-style-type: none"> - Learning how different moods can be achieved through music - Identifying ostinato and crescendo - Discussing tempo, dynamics and instrumentation in various movements from Holst's "The Planets" - Composing, performing and evaluating group pieces, creating a suitable mood and emotions 	<ul style="list-style-type: none"> - Learning about the changes in musical styles in Britain from the 1930's - Moving in time to a piece of Swing music - Learning about how melodies can move by steps and leaps - Looking at examples of graphic scores and using this type of notation for own compositions 	<ul style="list-style-type: none"> - Exploring music genres of the 1960s and 1970s (funk, soul, disco) - Listening with attention to detail - Recognising/identifying key features in the music (syncopation, harmony, key change) - Using music vocabulary and knowledge to compare pieces of music (tempo/pitch/instruments) 	<ul style="list-style-type: none"> - Developing musicality, confidence, and control when performing - Singing expressively, paying attention to phrasing and dynamics - Adding instrumental parts to known songs - Developing ensemble skills
Composers	Monteverdi	Bizet	Holst	Miller	Orff	Davis
Key words	Harmony, canon, conductor, structure, texture, ensemble, funk, soul, disco, syncopation, key change, tempo, pitch, ostinato, style, crescendo					