Music Curriculum Long Term Overview

CURRICUCLM	CHARCTER	COMMUNITY

Music Curriculum Overview

Intent: To ignite a critical appreciation of culturally diverse music and to inspire creativity and self-expression giving them opportunities to connect with others on their individual journey. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Units	**Music is taught through six units. Within each unit children are taught to listen and appraise, complete musical activities, sing the song, play instruments, improvise and compose. This leads to a performance at the end of a unit.**
Substantive Knowledge **Inter-related Dimensions of Music**	This substantive knowledge has been categorised into **nine substantive knowledge categories** to support children in making links with previous knowledge and building music schemas. These are referred to as the **Inter-related Dimensions of Music.** - Pulse - Rhythm - **Pitch** - **Tempo** - **Dynamics** - **Timbre** - **Texture** - **Structure** - **Notation** Detailed progression of substantive knowledge is outline in the progression document. In Nursery and Reception, the substantive knowledge has been categorised into **three substantive knowledge categories.** - Pulse - Rhythm - **Pitch**
Disciplinary Knowledge Concepts	• This is pupil's knowledge of the big ideas that underpin Art and support children in how to think artistically. • This knowledge has been identified and categorised into **five disciplinary knowledge concepts** to support children in making links with previous knowledge and building art schemas. M1. Knowledge of history of music – to explore the origins of popular music genres. M2. Appreciation for different traditions and great composers and musicians – evaluating, learning about the composer and identifying the instruments used. M3. Musical notations – use and understand staff and other musical notations. M4. Playing and performing – in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. M5. Improvising and composing – for a range of purposes using the inter-related dimensions of music. Recalling sounds from aural memory.

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Substantive Knowledge Categories and Inter-related Dimensions of Music	
Pulse	The regular heartbeat of the music; its steady beat.
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	High and low sounds.
Tempo	The speed of the music; fast or slow or in-between.
Dynamics	How loud or quiet the music is.
Timbre	All instruments, including voices, have a certain sound quality e.g. The trumpet has a very different sound quality to the violin
Texture	Layers of sound. Layers of sound working together make music very interesting to listen to.
Notation	The link between sound and symbol.
Structure	Every piece of music has a structure e.g. An introduction, verse and chorus ending.

Nursery - Linked to Topic			
	Inter-related Dimensions of Music - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Who am I?	**Pulse** **Rhythm** **Pitch** **Tempo** **Dynamics** **Timbre**	To sing along to a nursery rhyme and create actions	M1. Knowledge of history of music M2. Appreciation for different music M3. Musical notations M4. Playing and performing M5. Improvising and composing
Autumn 2 What can you hear?		To sing along to nativity songs	
Spring 1 & 2 Where does it come from?		To use instruments alongside a nursery rhyme To play instruments which match the structure of music	

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Summer 1 & 2 Where do animals live?	**Texture** **Structure** **Notation**	To create own sounds using instruments	

Reception - Charanga			
	Inter-related Dimensions of Music - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Me!	**Pulse** **Rhythm** **Pitch** **Tempo** **Dynamics** **Timbre** **Texture** **Structure** **Notation**	To sing along to a nursery rhyme and create actions To move in a variety of ways to music To find the pulse in music To explore high and low pitch	M1. Knowledge of history of music M2. Appreciation for different music M3. Musical notations M4. Playing and performing M5. Improvising and composing
Autumn 2 Nativity		To listen to a piece of music and describe how it makes them feel To explore music and rhymes that are used when celebrating Diwali To use instruments to make music To sing along to nativity songs	
Spring 1 My Stories		To combine moving and dancing with music To create own sounds using instruments To play instruments correctly To play instruments to match the structure of music To dance, sing and move to music when performing	
Spring 2 Everyone!		To combine moving and dancing with music To create music linked to Africa To sing along to a range of nursery rhymes saying the correct words To create own sounds using instruments To explore low and high pitch in music	

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Summer 1 Our World		To play along to the beat of a song To sing a song in the correct tone To perform a song to others To dance in time to music To play instruments to match the structure of music	
Summer 2 Big Bear Funk		To know how to find the pulse in different music To know what funk music is To explore high and low pitch To know how to use instruments to play alongside music To know how to talk through a process To know how different music makes us feel To know how to clap along to a rhythm To know how to use glockenspiel beaters correctly To know how to create own sounds using glockenspiels To know how to sing and dance along to music To know how to perform a song	

Year 1			
	Inter-related Dimensions of Music - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Hey you!	**Pulse** **Rhythm**	***Genres including hip hop, pop, reggae, blues, baroque, Latin, funk, folk and classical*** **Listen and appraise:** Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	

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Autumn 2 Nativity **Spring 1** Rhythm in the way we walk and Banana rap **Spring 2** In the Groove **Summer 1** Round and round **Summer 2** Your imagination	**Pitch** **Tempo** **Dynamics** **Timbre** **Texture** **Structure** **Notation**	**Musical games:** Games embed the Interrelated Dimensions of Music through repetition	M1. Knowledge of history of music M2. Appreciation for different traditions and great composers and musicians M3. Musical notations M4. Playing and performing M5. Improvising and composing
		Flexible games: Games embed the Interrelated Dimensions of Music through repetition	
		Sing the song: Singing is at the heart of all the musical learning	
		Play instruments: Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.	
		Improvise with the song: Improvising with the song using voices and instruments occurs in some Units of Work	
		Compose with the song: Composing with the song using instruments occurs in some Units of Work	
		Perform the song: Share what has taken place during the lesson and work towards performing to an audience	

Year 2			
	Inter-related Dimensions of Music - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Hands, Feet, Heart **Autumn 2** Nativity **Spring 1**	**Pulse** **Rhythm** **Pitch** **Tempo** **Dynamics**	***Genres including Afropop, pop, rock, reggae and R n B***	M1. Knowledge of history of music M2. Appreciation for different traditions and great composers and musicians M3. Musical notations M4. Playing and performing M5. Improvising and composing
		Listen and appraise: Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	
		Musical games: Games embed the Interrelated Dimensions of Music through repetition	
		Flexible games: Games embed the Interrelated Dimensions of Music through repetition	

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I Wanna Play In a Band **Spring 2** Zootime **Summer 1** Friendship Song **Summer 2** Let Your Spirit Fly	**Timbre** **Texture** **Structure** **Notation**	**Sing the song:** Singing is at the heart of all the musical learning	
		Play instruments: Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.	
		Improvise with the song: Improvising with the song using voices and instruments	
		Compose with the song: Composing with the song using instruments	
		Perform the song: Share what has taken place during the lesson and work towards performing to an audience	

Year 4

	Inter-related Dimensions of Music - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		Disciplinary Knowledge Concepts
Autumn 1 Glockenspiels Stage 2 **Autumn 2** Carols by Candlelight **Spring 1** Stop! **Spring 2** Lean On Me	**Pulse** **Rhythm** **Pitch** **Tempo** **Dynamics** **Timbre** **Texture** **Structure**	***Genres including pop, grime and soul***	M1. Knowledge of history of music M2. Appreciation for different traditions and great composers and musicians M3. Musical notations M4. Playing and performing M5. Improvising and composing
		Listen and appraise: Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	
		Musical games: Games embed the Interrelated Dimensions of Music through repetition	
		Flexible games: Games embed the Interrelated Dimensions of Music through repetition	
		Sing the song: Singing is at the heart of all the musical learning	
		Play instruments: Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.	

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Summer 1 Blackbird **Summer 2** Mamma Mia	**Notation**	**Improvise with the song:** Improvising with the song using voices and instruments	
		Compose with the song: Composing with the song using instruments	
		Perform the song: Share what has taken place during the lesson and work towards performing to an audience	

Year 5			
	Inter-related Dimensions of Music - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Livin' On A Prayer **Autumn 2** Carols by Candlelight **Spring 1** Classroom Jazz 1 **Spring 2** Make You Feel My Love **Summer 1** The Fresh Prince of Bel Air **Summer 2** Dancing In The Street		***Genres including rock, pop, jazz, hip hop and Motown***	M1. Knowledge of history of music M2. Appreciation for different traditions and great composers and musicians M3. Musical notations M4. Playing and performing M5. Improvising and composing
	Pulse	**Listen and appraise:** Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	
	Rhythm	**Musical games:** Games embed the Interrelated Dimensions of Music through repetition	
	Pitch **Tempo**	**Flexible games:** Games embed the Interrelated Dimensions of Music through repetition	
	Dynamics	**Sing the song:** Singing is at the heart of all the musical learning	
	Timbre **Texture**	**Play instruments:** Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.	
	Structure **Notation**	**Improvise with the song:** Improvising with the song using voices and instruments	
		Compose with the song: Composing with the song using instruments	
		Perform the song: Share what has taken place during the lesson and work towards performing to an audience	

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Year 6			
	Inter-related Dimensions of Music - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Happy **Autumn 2** Carols by Candlelight **Spring 1** Classroom Jazz 2 **Spring 2** You've Got A Friend **Summer 1** Music and Me **Summer 2** Musical Production	**Pulse** **Rhythm** **Pitch** **Tempo** **Dynamics** **Timbre** **Texture** **Structure** **Notation**	***Genres including pop, neo-soul, blues, Latin American groove, electronic, acoustic and rap*** **Listen and appraise:** Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. **Musical games:** Games embed the Interrelated Dimensions of Music through repetition **Flexible games:** Games embed the Interrelated Dimensions of Music through repetition **Sing the song:** Singing is at the heart of all the musical learning **Play instruments:** Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children. **Improvise with the song:** Improvising with the song using voices and instruments **Compose with the song:** Composing with the song using instruments **Perform the song: S**hare what has taken place during the lesson and work towards performing to an audience	M1. Knowledge of history of music M2. Appreciation for different traditions and great composers and musicians M3. Musical notations M4. Playing and performing M5. Improvising and composing

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Final performance overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	**Hey you!** Glockenspiel	**Nativity** Singing	**Rhythm in the way we walk and banana rap** Glockenspiel	**In the Groove** Glockenspiel	**Round and round** Glockenspiel	**Your imagination** Glockenspiel
Year 2	**Hands, feet, heart** Glockenspiel	**Nativity** Singing	**I Wanna Play in a Band** Recorder	**Zootime** Recorder	**Friendship Song** Glockenspiel	**Let Your Spirit Fly** Glockenspiel
Year 3	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
Year 4	**Glockenspiel Stage 2** Glockenspiel	**Carols by Candlelight** Singing	**Stop!** Singing	**Lean On Me** Recorder and Singing	**Blackbird** Recorder and Singing	**Mamma Mia** Glockenspiel and Singing
Year 5	**Living On A Prayer** Recorder and Singing	**Carols by Candlelight** Singing	**Classroom Jazz 1** Glockenspiel, Singing and other Percussion	**Make You Feel My Love** Recorder, Glockenspiel and Singing	**Fresh Prince of Bel Air** Recorder, Glockenspiel and Singing	**Dancing in The Street** Recorder, Glockenspiel, Singing and other Percussion
Year 6	**Happy** Recorder and Glockenspiel	**Carols by Candlelight** Singing	**Classroom Jazz 2** Recorder, Glockenspiel and Singing	**You've Got a Friend** Recorder, Glockenspiel, Singing and other Percussion	**Music and Me** Recorder, Glockenspiel, Singing and other Percussion	**Musical Production** Singing

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Key Stage 1 Lesson Progression (*listen and appraise, musical activity and perform)*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 1	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise
	Musical games	Musical games	Sing the song	Sing the song	Sing the song **Improvise with the song**	**Practise the performance** (instruments, singing, own compositions)
	Flexible games	**Learn to sing the song**	**Play instruments**	**Play instruments**	**Compose with the song**	**Perform the song**
Year 2	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise
	Musical games	Musical games	Sing the song	Sing the song	Sing the song **Improvise with the song**	**Practise the performance** (instruments, singing, own compositions)
	Flexible games	**Learn to sing the song**	**Play instruments**	**Play instruments**	**Compose with the song**	**Perform the song**

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Lower Key Stage 2 Lesson Progression (*listen and appraise, musical activity and perform)*

Year 3	**Ukulele**					
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**
Year 4	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise
	Musical games	Learn to sing the song	Sing the song	Sing the song	Sing the song	**Practise the performance** **(instruments, singing, own compositions)**
				Play instruments with notation	Play instruments with notation	
	Flexible games	**Play instruments**	**Play instruments with notation**	**Improvise with the song**	**Compose with the song**	**Perform the song**

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Upper Key Stage 2 Lesson Progression (*listen and appraise, musical activity and perform)*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 5	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise
	Musical games	Learn to sing the song	Sing the song	Sing the song Play instruments with notation	Improvise with the song	**Practise the performance (instruments, singing, own compositions)**
	Flexible games	**Play instruments**	**Play instruments with notation**	**Improvise with the song**	**Compose with the song**	**Perform the song**
Year 6	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise	Listen and appraise
	Musical games	Learn to sing the song	Sing the song	Sing the song Play instruments with notation	Improvise with the song	**Practise the performance (instruments, singing, own compositions)**
	Flexible games	**Play instruments**	**Play instruments with notation**	**Improvise with the song**	**Compose with the song**	**Perform the song**