



Music Curriculum Overview – 2023/24

Leads: L. Radford, P. Longstaffe



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Focus: Notation</u></p> <p><u>Core piece:</u> Messiah (Hallelujah Chorus) Handel</p> <p><u>Key Styles:</u> Country, Classical, Pop ballad, Pop,</p>	<p><u>Focus: Improvisation</u></p> <p><u>Core piece:</u> Jaws – main theme Benchley</p> <p><u>Key Styles:</u> Disco, Jazz, Film music, Sea shanty</p>	<p><u>Focus: Composition</u></p> <p><u>Core piece:</u> Amazing Grace, Newton</p> <p><u>Key Styles:</u> Gospel, Disco, Musicals.</p>	<p><u>Focus: Storytelling</u></p> <p><u>Core piece:</u> A Night on a Bare Mountain – Rimsky-Korsakov</p> <p><u>Key Styles:</u> Soft rock, Romantic, Double beat, Soul.</p>	<p><u>Focus: Musical Styles</u></p> <p><u>Core piece:</u> A Young Person’s Guide to the Orchestra –Britten</p> <p><u>Key Styles:</u> 20th C, Swing, Jazz, Hip hop</p>	<p><u>Focus: Different sounds</u></p> <p><u>Core piece:</u> The Firebird Suite: Stravinsky; The Nutcracker suite, Tchaikovsky</p> <p><u>Key Styles:</u> 20th C, Ballet, Gospel Pop, Hip, hop</p>
Skills	<p><u>Singing</u></p> <p>to sing as part of a choir to sing with good posture and diction to copy back simple melodic phrases</p>		<p><u>Listening</u></p> <p>To invent different actions to move in time with the music Identify some instruments Talk about the meaning and the style</p>		<p><u>Composing</u></p> <p>Compose over a groove and over a drone. Structure musical ideas to create music with a beginning, middle & end Compose song accompaniments Create a simple melody using crotchets, minims and paired quavers.</p>	
Notation	<p>Represent high/low, long/short sounds using symbols.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers & semiquavers.</p> <p>Identify stave, treble clef, time signature, lines and spaces on the stave.</p> <p>Use combinations of C major, F major (F - C),G major (G - E) E major (E – B)</p> <p>Understand the difference between crotchets and paired quavers .Apply spoken word to rhythm , one syllable one note.</p>					

Year	Autumn	Spring	Summer
Year 4	<p>Focus: Time Signatures Focus: Elements</p> <p>Core piece: Chris Madin, Martin Luther-King Core piece: Scarborough Fair, Ewan MacColl</p> <p>Key Styles: Orchestral Pop, 20th & 21st C, Key Styles: Futurepop, Pop, Folk,</p>	<p>Focus: Improvisation Focus: Melody</p> <p>Core piece: The Little Train of the Caipira - Heitor Villa-Lobos Core piece: Symphony No. 5, 4th Movement; Beethoven The Blue Danube, Strauss</p> <p>Key Styles: Mambo, Disco, Folk, 20thC orchestral, Waltz Key Styles: R & B, Classical, Rock</p>	<p>Focus: Emotion in music Focus: Self-expression</p> <p>Core piece: Romeo & Juliet Overture; Tchaikovsky Core piece: Ceremony of Carols, Britten</p> <p>Key Styles: Gospel, Medieval, Romantic, Orchestral Choral, Funk, EDM, Pop Key Styles: 20th & 21st C C</p>

Skills	<p>Singing</p> <p>to sing as part of a choir expressively, with attention to breathing & phrasing. To identify how the songs and their styles connect to the world</p>	<p>Listening</p> <p>Discuss the structure of songs. Identify major & minor tonality Describe legato & staccato Recognise the styles and features of: 20th & 21stC orchestral, Reggae, Soul, R & B, Pop, Folk, Jazz, Disco, Musicals, Romantic, Choral, Funk, EDM</p>	<p>Composing</p> <p>Improvise & compose over a groove and over a simple chord progression, making use of articulation (legato/staccato) Use simple structures (intro, verse, chorus) and simple dynamics Compose song accompaniments. Create a melody using crotchets, minims, quavers and their rests.</p>	<p>Performing</p> <p>Perform a melody from memory or notation, including instrumental/improvised parts. Explain why the song was chosen, including composer and historical and cultural context.</p>
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Notation	<p>Explore ways to represent high/low, long/short sounds with symbols. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers & semiquavers. Use combinations of C major, F major (F - C), G major (G - F#) D major (D - C) Understand the difference between minims, crotchets, paired quavers and rests . Read & perform pitch notation.</p>			
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Year	Autumn 1	Spring	Summer	
Year 5	<p>Focus: Music Tech Focus: Musical Styles</p> <p>Core piece: Van Dyke Jr, Core piece: Glassworks 1; Glass Joy</p> <p>Key Styles: 20th & 21st C Orchestral, Gospel</p> <p>Key Styles: Minimalism, Gospel</p>	<p>Focus: Key & Time Signatures Focus: Chords</p> <p>Core piece: Forever Always Mpumi Dhalamini</p> <p>Key Styles: South African Pop 20th & 21st C Orchestral</p> <p>Core piece: Star Wars 4 Williams</p> <p>Key Styles: Reggae, Pop, 20th & 21st C Orchestral</p>	<p>Focus: Words, Meaning & Expression Focus: Musical Elements</p> <p>Core piece: The Lark Ascending, Vaughan Williams</p> <p>Key Styles: K-Pop, 20th & 21st C Orchestral</p> <p>Core piece: Haiwatha Coleridge-Taylor</p> <p>Key Styles: Romantic 20th & 21st C Orchestral (Avant-Garde)</p>	
Skills	<p>Singing</p> <p>to sing in 2/4, ¾, 4/4 & 6/8</p> <p>Sing in unison and in parts and in smaller groups.</p> <p>Sin a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Develop confidence singing as a soloist.</p> <p>Respond to a leader or conductor.</p>	<p>Listening</p> <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to musical elements.</p> <p>Identify 2/4, ¾, 6/8 & 5/4</p> <p>Identify the musical style of the piece.</p> <p>Discuss the structure: verse, chorus, bridge, repeat, improve, call & response and AB form.</p> <p>Identify major & minor tonality</p> <p>Describe legato & staccato</p> <p>Recognise the styles and features of: 20th & 21stC orchestral, Reggae, Soul, Pop, Hip hop, Contemporary Jazz, Musicals, Romantic, Funk, Minimalism, Rock 'n' Roll, South African, Film music</p>	<p>Composing</p> <p>Improvise & compose over a groove and over a simple chord progression, making use of a wider range of dynamics.</p> <p>Use simple structures (intro, verse, chorus, AB, ABA) and a wider range of dynamics.</p> <p>Use major & minor tonality, and full scales.</p> <p>Create a melody using crotchets, minims, quavers, semibreves and semiquavers and their rests.</p>	<p>Performing</p> <p>Create, rehearse & present a holistic performance to a friendly but unknown audience.</p> <p>Perform in smaller groups.</p> <p>Perform in mixed ensembles, including a school orchestra.</p> <p>Student leads part of rehearsal and performance.</p> <p>Record the performance and compare with others.</p>
Notation	<p>Explore ways to represent high/low, long/short sounds with symbols.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers & semiquavers.</p> <p>Use combinations of C major, F major, G major, D melodic minor, E fl major, C, G, Afl, Bfl, chromatic 5-note scale from G.</p> <p>Understand the differences between 2/4, ¾ & 4/4 time signatures. Read & perform pitch notation within an octave.</p> <p>Identify the staff, treble clef, bar lines, flat symbol & sharp symbol, name of the notes on lines and in spaces.</p>			

Year	Autumn	Spring	Summer	
Year 6	<p>Focus: Melodic phrases Core piece: Fanfare for the Common Man, Copland</p> <p>Focus: Structure & Form Core piece: The Rite of Spring; Stravinsky</p> <p>Key Styles: Soul 20th & 21st C Orchestral</p>	<p>Focus: Performance Core piece: 1812 Overture Tchaikovsky</p> <p>Key Styles: Rock 'n' Roll Pop, Disco</p>	<p>Focus: Notation Core piece: Mazurka in G Minor, Chopin</p> <p>Key Styles: Romantic, Rock, Folk</p>	<p>Focus: Chords & Structure Core piece Key Styles: Salsa, Hip hop Gospel</p> <p>Focus: Composition Core piece: Down by the Riverside -Spiritual</p> <p>Key Styles: Reggae, pop, Soul, Gospel</p>

Skills	<p>Singing Sing a broad range of songs as part of a choir, including ones with syncopated rhythms. Sing in 2/4, ¾, 4/4, 6/8 & 5/4 Sing in parts, sing syncopated melodic patterns, with and without accompaniment. Lead a singing rehearsal.</p>	<p>Listening Talk about feelings created by the music. Justify a personal opinion with reference to musical elements. Identify 2/4, 4/4, ¾, 6/8 & 5/4 Identify the musical style of the piece using musical vocabulary to discuss the musical elements. Discuss the structure: verse, chorus, bridge, instrumental break. Identify major & minor tonality, chord triads 1, 4, 5 and intervals within a major scale. Identify the sound of a Gospel Choir & soloist, Rock band, symphony orchestra and A Cappella groups. Identify the following instruments by ear: bass guitar, electric guitar, brass, woodwind and string sections of the orchestra, electric organ, congas, pianos, vocal techniques such as scat. Recognise the styles and features of: 20th & 21st C orchestral, Reggae, Soul, Pop, Hip hop, Jazz, Swing, Musicals, Romantic, Disco Rock, Zimbabwean Pop, Film music, R & B, Folk, Salsa, Gospel,</p>	<p>Composing Improvise & compose over a groove with a varied articulation and dynamics. Plan & compose an 8 or 16-beat melodic phrase, using the pentatonic scale and notate this melody, with a chordal accompaniment. Create a simple chord progression. Compose a piece in ternary form (ABA) and record it. Use full scales in different keys. Use simple structures (intro, verse, chorus, AB, ABA) and a wider range of dynamics. Use major & minor tonality, and full scales. Create a melody using crotchets, minims, quavers, semibreves and semiquavers and their rests.</p>	<p>Performing Perform a range of songs as a choir in school assemblies, performance opportunities and to wider audiences. Create, rehearse & present a holistic performance with a detailed understanding of the musical, cultural and historical context.</p>
Notation	<p>Explore ways to represent high/low, long/short sounds with symbols. Explore standard notation, using minims, dotted minims, triplet crotchets, dotted semibreves, dotted crotchets, crotchets, dotted quavers, quavers & semiquavers. Use combinations of C major, F major & minor, G major, G melodic minor, D minor (D – A), E flat major, D, E, F#, A, B, C#, C, G, , chromatic 5-note scale from G, then A, B, C, C# Understand the differences between 2/4, ¾ & 4/4 time signatures. Read & perform pitch notation within an octave. Identify the staff, treble clef, bar lines, flat symbol & sharp symbol, name of the notes on lines and in spaces.</p>			

