

## *Finstall First School* Overview of Music Curriculum – EYFS

<b>Year</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<p>Theme: All about me</p> <p>To learn and rehearse simple songs and develop confidence with singing.</p> <p>Learn six nursery rhymes and perform these to the class.</p> <p>To explore the sounds different instruments make.</p> <p>To begin to learn the names of the instruments drum and triangle.</p>	<p>Theme: Celebrations</p> <p>To learn and rehearse simple songs related to Christmas, Bonfire Night, Remembrance Sunday and sing with more confidence.</p> <p>To select instruments from a small choice to sound like fireworks and with support to say why – for example because I can make a loud sound.</p> <p>To listen to some famous Music Composers – Handel, Beethoven, Mozart and Tchaikovsky and begin to say how the music makes them feel using simple language.</p>	<p>Theme: Pirates</p> <p>To learn and rehearse simple songs related to pirates and sing with confidence.</p> <p>To explore the sounds different instruments make and be able to explain the sound it makes to a teacher-loud or quiet.</p> <p>To select instruments from a larger choice of instruments to make music for a Chinese Dragon dance and with support to say why- for example it sounds like the dragon roaring.</p>	<p>Theme: All about Spring</p> <p>To learn and rehearse simple songs related to Spring and Mothers Day and sing with increasing accuracy to the pitch.</p> <p>Learn more nursery Rhymes and perform with confidence</p> <p>To revise the names of the instruments – drum and triangle and learn tambourine.</p>	<p>Theme: Space</p> <p>To sing a range of songs about Space and the planets with accuracy of the pitch.</p> <p>To listen to the music by composer Gustav Holst- The Planets (Mercury and Mars) and say how the music makes them feel and why.</p>	<p>Theme: Minibeasts</p> <p>To sing a range of songs about Minibeasts with accuracy of pitch and confidence.</p> <p>Recite nursery rhymes independently and perform with confidence.</p> <p>To be able to name the instruments drum, triangle and tambourine confidently.</p>

## *Finstall First School* Overview of Music Curriculum – KS1 and KS2

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	<b>Duration: Beat and rhythm</b>	<b>Singing and performing</b>	<b>Pitch:</b>	<b>Timbre and dynamics:</b>	<b>Tempo:</b>	<b>Texture and following a score</b>
Play untuned instruments	To understand pulse/beat.	Use their voice to sing songs at differing pitches, rhythms and tempos.	To understand what is meant by pitch.	To know the names of some common instruments	To identify whether the tempo is fast or slow.	To follow a visual score.
To know the names of some common instruments:	To be able to keep pulse/beat with music that is at a constant tempo.	To learn and perform songs as part of the Year 1 Christmas production.	To change voices according to the change in pitch.	To identify and play music at different dynamics – loud and quiet.	To sing songs at a fast or slow tempo.	To sing or play at differing tempos or dynamics by following a visual score.
Drum Tambourine Maracas Triangle Xylophones Glockenspiels	To be able to keep pulse/beat with music that has a changing tempo.		To explain whether the music is high or low pitch.	To select instruments that sound like the wind, rain and thunder and play them at the appropriate dynamics.	To create their own music at different tempos to match the speed of how animals move.	To create their own simple visual score using a scaffold given.
	To play/clap basic rhythms.		To identify instruments which are high or low.			To create a few layers of music to sound like monkeys or a waterfall.
	To create rhythmic patterns based on words or phrases.		To select appropriately pitched instruments to match part of the story and characters in Jack and the Beanstalk.			

<b>Year 2</b>  Play untuned instruments  To know the names of some common instruments.  As year 1 Plus:  Claves Cymbals Castanets	<b>Duration: (Beat and rhythm)</b>  To understand the terms beat and rhythm.  To clap the beat and simple rhythms in music.  To recognise long and short notes within simple rhythms.  To create their own simple rhythms and identify whether the notes are long or short.	<b>Singing and performance</b>  Use their voice to sing songs at differing pitches, rhythms and tempos.  To learn and perform songs as part of the Year 2 Christmas production.	<b>Pitch:</b>  To sing songs at different pitches.  To use their hand to show the pitch movement- high or low  To select instruments to match the pitch of the music.  To understand what a drone is.  To create and play a drone accompaniment.	<b>Timbre and dynamics</b>  To name common instruments from year 1 plus castanets, claves.  To sing songs at different dynamics – loud and quiet.  To select instruments to sound like different weather and say whether the instruments are loud or quiet.  To play music at differing dynamics - make music gradually louder or gradually quieter.	<b>Tempo:</b>  To be able to recognise a change of tempo within a piece of music.  To tap the beat correctly when the music changes tempo and to explain how the tempo has changed.  To create their own music with a change of tempo.	<b>Texture and following a score.</b>  To follow a visual score.  To create their own simple visual score  To create several layers of music to sound like scary things found in the Hairy Scary Castle.  To consider the dynamics and tempo in their music.  To perform their composition as part of a whole class performance.
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<b>Duration (Beat and rhythm)</b>	<b>Texture (Accompaniments)</b>	<b>Pitch:</b>	<b>Singing and performance</b>	<b>Tempo, Dynamics and timbre</b>	<b>Structure.</b>
Play untuned instruments	To clap different rhythmic patterns. To work out whether notes are long or short.	To understand what an accompaniment is and to recognise accompaniments in pieces of music.	To understand what is meant by a pentatonic scale.	Use their voice to sing songs at differing pitches, rhythms and tempos.	To understand the terms tempo, dynamics.	To sing and perform call and Response songs.
To know the names of many common instruments.	To begin to understand, play and create a rhythmic ostinato.	To play an ostinato to accompany a song.	To play the notes of the pentatonic scale in a song- CDEGA	To learn and perform songs for the Year 3 production including singing songs with two parts.	To identify changes to dynamics and tempo within a piece of music.	To understand the structure of music in binary form.
As year 2 Plus Guiro Cowbell Rainmaker	To create their own rhythms to match animals that were worshipped in Ancient Egypt times.	To create their own rhythmic ostinato as accompaniment to a song.	To improvise the notes of the pentatonic scale CDEGA.		To learn the term timbre and select appropriate instruments to match birds.	To create a melodic and rhythmic composition in binary form.
To have the opportunity to play a tuned instrument.	To begin to learn standard notation as a way of writing music		To begin to learn standard notation as a way of writing music		To create their own rhythmic composition about a Victorian scene selecting appropriate instruments and changing the tempo and dynamics within a piece of music.	

<b>Year 4</b>	<b>Duration: (Beat and Rhythm)</b>	<b>Texture (Accompaniments)</b>	<b>Pitch:</b>	<b>Timbre, tempo, dynamics and texture:</b>	<b>Structure</b>	<b>Singing and performance</b>
<p>Play untuned instruments</p> <p>To know the names of many common instruments.</p> <p>As year 3 Plus Agogo bells Tulip block</p> <p>To have the opportunity to play a tuned instrument.</p>	<p>To play different rhythms including an ostinato.</p> <p>To understand that an ostinati is more than one ostinato.</p> <p>To play a rhythmic ostinato while other parts are playing.</p> <p>To create their own rhythmic ostinati about different characters.</p> <p>To learn standard notation as a way of writing music</p>	<p>To play different rhythmic ostinati to accompany as song.</p> <p>To compose and perform their own rhythmic ostanto and write it on a visual score.</p> <p>To combine their ostinato with others.</p>	<p>To know that melodies are made up of different intervals that are steps or leaps.</p> <p>To know what a pentatonic scale is.</p> <p>To play the notes of different pentatonic scales.</p> <p>To improvise and create their own melodic composition using notes from the pentatonic scale.</p> <p>To begin to learn standard notation as a way of writing music</p>	<p>To recognise changes to dynamics, tempo and timbre.</p> <p>To create their own rhythmic composition with changes to tempo, dynamics in response to a piece of music or a picture stimulus.</p> <p>To experiment with changes of texture within music.</p> <p>To create a visual score.</p>	<p>To understand Ternary and Rondo form.</p> <p>To play melodic and rhythmic patterns in music in Ternary and Rondo form.</p> <p>To create a class rhythmic composition in Rondo form.</p>	<p>Use their voice to sing songs at differing pitches, rhythms and tempos.</p> <p>To learn and perform songs for the Year 4 production including singing songs with two parts.</p>