

Music Curriculum – The Meadows Primary School

Autumn

Cycle A & B EYFS	Cycle A Year 1 & 2	Cycle B Year 1 & 2	Cycle A & B Year 3 & 4	Cycle A Year 4 (Kestrels) & Year 5	Cycle B Year 4 (Kestrels) & Year 5	Cycle A & B Year 6
NURSERY RHYMES/ AUTUMN/ LIGHT IT UP/CHRISTMAS	FIRE! FIRE! FIRE!	ANIMAL MAGIC	INSTRUMENTAL	MAYAN MANIA/ SOUTH AMERICA	BURIED UNDER THE SAND	WORLD WAR II
CELEBRATION MUSIC	SINGING: ON THIS ISLAND	CLASSICAL MUSIC, DYNAMICS AND TEMPO: ANIMALS	SHROPSHIRE MUSIC SERVICE BRASS LESSONS <i>fully aligned to Music Mark's A Common Approach which aligns perfectly with the National Curriculum.</i>	SAMBA AND CARNIVAL SOUNDS AND INSTRUMENTS: SOUTH AMERICA	COMPOSING NOTATION: ANCIENT EGYPT	SONGS OF WORLD WAR II
- Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Recognise that people have different beliefs and celebrate special times in different way - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. - ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	- Breathe after each phrase in a song when singing. - Sing a song from memory. - Use different pitches while singing (high and low notes). - Sing lyrics accurately. - Perform actions that match lyrics. - Collaborate and communicate within a group. - Use sounds creatively to represent a chosen environment. - Perform a composition. - Apply pitch and dynamics to enhance a composition. - Read notation from left to right.	- To understand that sounds can be adapted to change their mood, eg through dynamics or tempo. - To know that sounds can help tell a story. - To know that tempo is the speed of the music. - To know that dynamics means how loud or soft a sound is.	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music	- Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. - Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. - Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). - Play their break in time with the rest of their group and play in the correct place in the piece. - Play in time and with confidence; accurately playing their break..	- Sing in time and in tune with other people and the backing track. - Remember the lyrics to a song. - Identify the structure of a piece of music and match this to non-standard notation. - Improvise their own piece of music. - Play a melody with reasonable accuracy. - Perform with confidence and in time with others. - Compose and play a melody using stave notation. - Contribute meaningfully to the group performance and composition. - Use hieroglyphic notation to show the structure of their piece.	- Use musical and comparative language in discussion. - Follow the melody line. - Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. - Sing the correct words at the correct time. - Recall the counter-melody line. .

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WINTER/ AROUND THE WORLD/ CHINESE NEW YEAR/ TOYS AND GAMES/EASTER	THE VOYAGES OF DISCOVERY	TO MARKET! TO MARKET!	INSTRUMENTAL	BRIGHT LIGHTS, BIG CITY	A GREEK ODYSSEY	80 DAYS AROUND THE WORLD
MUSICAL STORIES	CONTRASTING DYNAMICS: SPACE	MYTHS AND LEGENDS: STRUCTURE	SHROPSHIRE MUSIC SERVICE BRASS LESSONS	ROCK AND ROLL	HAIKU, MUSIC AND PERFORMANCE: HANAMI FESTIVAL	DYNAMICS, PITCH AND TEXTURE: COAST
- Learn new vocabulary. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. - ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	- Use their voice to create a variety of sounds. - Use dynamics to create an atmosphere. - Collaborate with peers to contribute to a group soundscape. - Correctly identify changes in dynamics. - Show changes in dynamics using bodies and vocals. - Compare two pieces of music using musical vocabulary to describe the changes in dynamics. - Interpret music in a visual form. - Identify and discuss patterns in different pieces of music. - Successfully create and play patterns, notating them. - Create and play a simple pitch pattern accurately.	- Recognise, play and write rhythms with one beats and paired half beats. - Show a rest beat using a silent movement. - Read and follow a structure from left to right. - Add rhythms to a structure to create a beginning, middle and end. - Work well as part of a group, listening to others and respecting their ideas. - Maintain a steady beat. - Use a thinking voice to play rhythms on an instrument.	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music	- Perform the hand jive hand actions in sequence and in time with the music. - Sing in tune and perform their actions in time. - Play the notes of the walking bass in the correct sequence. - Independently play their part with some awareness of the other performers..	- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. - Recognise, name and describe the effect of the interrelated dimensions of music. - Select instruments and sounds which match their vocabulary. - Work as a group to create a piece of music. - Perform a piece of music as part of a group.	- Engage in discussion about the sounds of an orchestral piece. - Have a selection of varied vocabulary in response to what they hear. - Change dynamics and pitch, differentiating between the two. - Take the role of conductor or follow a conductor. - Change texture within their group improvisation and talk about its effect. - Create a graphic score to represent sounds. - Follow the conductor to show changes in pitch, dynamics and texture.

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CASTLECAPERS/SUMMER HOLIDAYS/ CHILD GENERATED THEME	THE BIG BUILD!	WELLIES AND FLIPFLOPS	INSTRUMENTAL	POLES APART	SAILING THESEVERN	CLIMB EVERY MOUNTAIN
EXPLORING SOUND	PITCH: SUPERHEROS	DYNAMICS: SEASIDE	SHROPSHIRE MUSIC SERVICE BRASS LESSONS	MUSICAL THEATRE	CHANGES IN PITCH, DYNAMICS AND TEMPO: RIVERS	'I'M AN 11 YEAR OLD, GET ME OUT HERE'
- Understand how to listen carefully and why listening is important. - Listen to and talk about stories to build familiarity and understanding. - ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Explore the natural world around them - Listen attentively, move to and talk about music, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.	- Identify high and low notes. - Perform high and low notes. - Create and perform a two-note and three-note pattern. - Identify and perform changes in tempo. - Contribute musical ideas and cooperate within a group. - Prepare and perform a musical piece. - Demonstrate a musical understanding of tempo and pitch. - Participate in discussions about pitch and tempo. - Offer feedback to groups on their performance. - Follow instructions during a performance.	- Use appropriate, justified movements to represent dynamics. - Identify sounds within the music and describe them using adjectives. - Recreate sounds using voice or body and extend ideas by adding dynamics. - Create appropriate, original sounds with their voice and body. - Use instruments to create loud and soft sounds. - Justify instrument and sound choices. - Follow instructions during a performance. - Create and play a musical score that showcases understanding by using dynamic symbols.	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music	- Explain what musical theatre is and be able to recall at least three features of this kind of music. - Categorise songs as action songs or character songs. - Select appropriate existing music for their scene to tell the story of a journey. - Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing	- Sing in tune and in harmony with others, with developing breath control. - Explain how a piece of music makes them feel with some use of musical terminology. - Perform a vocal ostinato in time. - Listen to other members of their group as they perform. - Create an ostinato and represent it on paper so that they can remember it. - Create and perform a piece with a variety of ostinatos.	- Perform the songs with confidence. . Sing in tune and in harmony with others, with developing breath control. - Listen to other members of their group as they perform. - Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.