Wraysbury Primary School Curriculum Overview : Music

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Offered as part of daily ‘Continuous Provision’– following children’s interests |
| Reception | Experimenting with the different resources available in Continuous Provision | Singing –ChristmasProduction  | Exploring SoundChildren explore how they can use their voice and bodies to make sounds experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them | Musical StoriesThrough traditional tales children learn to move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group. | Music and Movement Children come up with simple actions to well- known songs, how to move to a beat and express feelings and emotions through movement to music | Big Band Children learn about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience |
| Year 1 | Pulse and Rhythm:All About MeChildren learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. | Singing –Christmas Production |  | Pitch and Tempo:SuperheroesLearning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting. | Timbre and rhythmic patterns:Fairy TalesThrough fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. | Musical Vocabulary:Under the SeaJourney into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. |
| Year 2 | Orchestral Instruments:Traditional StoriesChildren are introduced to the instruments of the orchestra and practice identifying these within a piece of music | Singing – Christmas Production | Musical MeChildren learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using letter notation to write a melody. |  | African call and respond songs:Learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms | Myths and Legends:Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. |
| Year 3 | Ballads:Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. | Developing Singing Technique:The children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions. | Pentatonic Melodies and Composition:Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.  | Singing – Lower Junior ProductionChanges in Pitch, tempo and dynamics (Rivers)Learning to listen to changes in pitch, tempo, dynamics and relate it to something tangible and familiar. Linking to Geography, the children represent different stages of the river through vocal and percussive ostinatos | Body and tuned percussion (Rainforests)Children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned instruments as the children create their own rhythms of the rainforests, layer by layer | Traditional Instruments and Improvisation:Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class. |
| Year 4 | Adapting and transposing motifs (Romans)Children will experiment and get creative with their music making. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them to their peers.  | Berkshire Maestros Clarinet sessions- Focusing on playing and performing in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency and control. They will use and understand staff and other musical notations. |
| Year 5 | Composition and Notation:Ancient Egyptians Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition. | Singing – Christmas Carol Concert | Blues:Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. | Composition: to represent the festival of Colour – HoliChildren explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi. | South and West AfricaChildren learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe | Singing – Upper Junior Production |
| Year 6 | Advanced Rhythms:Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. | Singing – Christmas Carol Concert | Dynamics, Pitch and Tempo:Fingal’s CaveAppraising the work of Mendelssohn and further developing the skills of improvisation and composition | Theme and Variations:Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments. | Singing – Upper Junior Production and Composing a Leavers’ song |