

CYCLE A:		
Year 1/2 Music Curriculum		
Autumn Senses (Year 1)	Spring Superhero's (Year 1)	Summer Oceans (Year 2)
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening - Identify musical conventions and inter-related dimensions</u>: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster. • <u>Composing - Improvisation</u>: know that using dynamics, tempo and pitch can provide context when improvising. • <u>Performing - Technical control</u>: know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing. <p style="text-align: center;">Christmas Performance (Year 1)</p> <ul style="list-style-type: none"> • <u>Listening - Identify musical conventions and inter-related dimensions</u>: justify preference when listening to various 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening - Identify musical conventions and inter-related dimensions</u>: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster. • <u>Listening - Recognise sound and instruments</u>: know that instruments are played differently e.g. hit, shaken and this produces different sounds. • <u>Composing - Improvisation</u>: know that using dynamics, tempo and pitch can provide context when improvising. • <u>Performing - Ensemble awareness</u>: know that different hand signals tell me when and how to play or sing. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening - identify musical conventions and inter-related dimensions</u>: know the meaning of tempo, dynamics and pitch. • <u>Composing - improvisation</u>: know to structure improvisations into responses over 4 or 8 beats. • <u>Composing - Notation</u>: know that changing the size of an image of how often it appears and show changes in the dynamics and tempo. Know that where a dot or note is placed in relations to one another indicated the pitch. • <u>Performing - Notation</u>: know that if a symbol sits higher in space it represent and higher pitch. • <u>Performing - communication and awareness</u>: be aware of the expectations when listening to other perform and when performing to an audience.

<p>styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.</p> <ul style="list-style-type: none"> • <u>Performing – Ensemble awareness</u>: know that different hand signals tell me when and how to play or sing. • <u>Performing – Communication and audience</u>: know to make eye contact with my group and the audience when performing. 		
Year 3/4 Music Curriculum		
Autumn Christmas Performance (Year 3)	Spring Stone Age (Year 3)	Summer Samba (Year 4)
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – Identify musical conventions and inter-related dimensions</u>: know that composers use the inter-related dimension to help to portray the message of the piece. • <u>Performing – Technical control</u>: know that a drone is usually played on beat 1 and rings out for the other beats. • <u>Performing – ensemble awareness</u>: demonstrate an understand of my own role within the ensemble. Know that playing to a steady pulse will help us start, stop and stay together. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – Listening – Identify musical conventions and inter-related dimensions</u>: know that composers use the inter-related dimension to help to portray the message of the piece. • <u>Composing – Notation</u>: understand that combining rhythm and pitch can create rising and falling melodies. • <u>Composing – creative process</u>: know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives use a melody. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – Identify musical conventions and inter-related dimensions</u>: know that different eras and genres have key features that help to define them. • <u>Listening – Recognise sound and instruments</u>: know the role of different instruments within a genre e.g. the apito whistle is the role of the leader. • <u>Composing – notation</u>: know that a pentatonic scale uses five pitches. • <u>Performing – Notation</u>: understand that a neutral clef is used for untuned instruments. Know that rhythm grids can

<ul style="list-style-type: none"> • <u>Performing – communication and audience:</u> know to watch other so that I know when to play. 	<ul style="list-style-type: none"> • <u>Performing – Notation:</u> know the values of a crotchet, paired quavers and minims and understand that where they are places on the staff shows the pitch. 	<p>be performed in different ways to change the sound.</p>
Year 5/6 Music Curriculum		
Autumn Viking (Year 5)	Spring Garage Band (Year 6)	Summer Production/Singing (Year 5)
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – identify musical conventions and inter-related dimensions:</u> know the features of different styles of music to justify placement. • <u>Composing – Improvisation:</u> know that improvising ideas first will allow me to create melodies I like. Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion. • <u>Composing – Notation:</u> know that when recording western notation, the time signature will tell me how many beats to place in each bar. • <u>Performing – Notation:</u> understand the differences between semibreves, minims, crotchets and crotchet 4/4 time signatures. Understand how triads are formed. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – Recognise sound and instruments:</u> understand why composers use certain instruments or sounds at different times to create effect. • <u>Composing – Improvisation:</u> know that repeating patterns and adding phrasing to improvisation creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline. • <u>Composing – Notation:</u> know that using rhythmic variety and changes in pitch will help to make my piece sound interesting. • <u>Performing – Technical control:</u> know that how you use the inter-related dimensions when playing and singing helps to tell the message of the piece. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – identify musical conventions and inter-related dimensions:</u> know the features of different styles of music to justify placement. • <u>Performing – technical control:</u> know that the strong beat 1 of each bar will help me to play and sing in time. • <u>Performing – ensemble awareness:</u> know how to self-correct when a performance goes wrong. • <u>Performing – communication and audience:</u> understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.

CYCLE B:		
Year 1/2 Music Curriculum		
Autumn Christmas Performance (Year 2)	Spring At the Seaside (Year 1)	Summer Jupiter (Year 2)
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening - Identify musical conventions and inter-related dimensions</u>: know the meaning of tempo, dynamics and pitch. • <u>Performing - Ensemble awareness</u>: know when and how to play by following signals. • <u>Performing - Communication and audience</u>: be aware of the expectations when listening to others perform and when performing to an audience. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening - Identify musical conventions and inter-related dimensions</u>: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster. • <u>Composing - Creative process</u>: know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter. • <u>Composing - Notation</u>: know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening - recognise sound and instruments</u>: know that instruments are made of different materials and this creates different sounds (timbres) • <u>Composing - creative process</u>: know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllable of words can be used to make lyrics fit with the melody. • <u>Performing - technical control</u>: know that listening to the starting pitch will help me start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change. • <u>Performing - Ensemble awareness</u>: know when and how to play by following signals.

	<ul style="list-style-type: none"> • <u>Performing – Ensemble awareness:</u> know that different hand signals tell me when and how to play or sing. 	
Year 3/4 RE Curriculum		
Autumn Christmas Performance (Year 4)	Spring Volcanoes (Year 3)	Summer Ancient China (Year 4)
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – Identify musical conventions and inter-related dimensions:</u> know that different eras and genres have key features that help to define them. • <u>Performing – Technical control:</u> know when to breathe, developing an awareness of phrase. • <u>Performing – ensemble awareness:</u> understand the importance of knowing how to start and finish a piece. • <u>Performing – communication and audience:</u> know that different styles of music should be performed in different ways. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – identify musical conventions and inter-related dimensions:</u> know that composers use the inter-related dimension to help portray the message of the piece. • <u>Composing – improvisation:</u> know to perform improvisations as 4 beat or 8 beat responses. • <u>Performing – Notation:</u> know the values of a crotchet, paired quavers and minims and understand that where they are places on the staff shows the pitch. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – Recognise sound and instruments:</u> know the role of different instruments within a genre e.g. the apito whistle is the role of the leader. • <u>Composing – Improvisation:</u> know that finished an improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms. • <u>Composing – creative process:</u> know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to stimulus. • <u>Performing – Notation:</u> understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different way to change the sound.
Year 5/6 RE Curriculum		
Autumn	Spring	Summer

Planets (Year 5)	Celebrate (Year 6)	Production/Singing (year 6)
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – recognise sound and instruments:</u> know that instruments from different genres or eras have similarities in how they are played. • <u>Composing – creative process:</u> know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different. • <u>Performing – Notation:</u> understand the differences between semibreves, minims, crochets and crochet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Understand how triads are formed. • <u>Performing – Ensemble awareness:</u> know that eye contact during a performance will help us to stay in time and bring the piece together as a performance. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – identify musical conventions and inter-related dimensions:</u> understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music. • <u>Composing – improvisation:</u> know that repeating patterns and adding phrasing to improvisation creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline. • <u>Composing – creative process:</u> understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining the inter-related dimensions of music will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music. • <u>Performing – Notation:</u> know and understand the differences between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • <u>Listening – identify musical conventions and inter-related dimensions:</u> understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music. • <u>Performing – technical control:</u> know that how you use the inter-related dimensions when playing and singing helps to tell the message of the piece. • <u>Performing – ensemble awareness:</u> know how to self correct when a performance goes wrong. • <u>Performing – communication and audience:</u> understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.

