

## Music Skills Overview – 2014 Curriculum

	Autumn Term		Spring Term			Summer Term	
	one	two	one	two	Theme week	one	two
<b>EY</b>	All children should: <i>join in singing songs, create sounds by banging, shaking, tapping or blowing, and show an interest in musical instruments.</i> Some children might: <i>join in with dance and ring games, sing familiar songs, begin to move rhythmically, move in response to music, tap out simple repeated rhythms, and explore how to change sounds.</i> In addition all children apply above skills in a Christmas performance and Easter performance.						
<b>FS</b>	All children should: <i>join in with dance and ring games, sing familiar songs, begin to move rhythmically, move in response to music, tap out simple repeated rhythms, and explore how to change sounds.</i> Some children might: <i>build a repertoire of familiar songs, explore how instruments make different sounds and initiate new combinations of movement and gesture.</i> In addition all children apply above skills in a Christmas performance and Easter performance.						
<b>Year 1</b>	Exploring Pitch <i>Controlling pitch Responding to pitch Relating sounds to pictures</i>	Christmas Performance <i>Applying all skills</i>	Exploring a genre: Film Scores <i>Recognising the cultural/social roots of music &amp; Images/moods created by music Exploring the history of music</i>	Exploring duration <i>Recognising long and short sounds Creating long and short sounds with voices and instruments</i>	Composers Early 20 <sup>th</sup> C <i>Recognising the cultural/social roots of music Exploring the history of music</i>	Exploring Pulse & Rhythm <i>Controlling a beat Combining rhythm &amp; beat Recalling &amp; creating rhythms</i>	Exploring instruments & symbols <i>Using instruments &amp; sounds Recognising notation as symbols &amp; pictures</i>
<b>Year 2</b>	Exploring Pulse & Rhythm <i>Controlling a beat Combining rhythm &amp; beat Recalling &amp; creating rhythms</i>	Christmas Performance <i>Applying all skills</i>	Exploring a genre: Mexican Music <i>Recognising the cultural/social roots of music &amp; Images/moods created by music Exploring the history of music</i>	Exploring pitch <i>Controlling pitch Responding to pitch Relating sounds to pictures</i>	Composers Early 20 <sup>th</sup> C <i>Recognising the cultural/social roots of music Exploring the history of music</i>	Exploring timbre, tempo & dynamics <i>Recognising the description &amp; environment created by music Exploring the sources of sound Organising sounds</i>	Exploring instruments & symbols <i>Using instruments &amp; sounds Recognising notation as symbols &amp; pictures</i>
<b>Year 3</b>	Exploring rhythmic patterns <i>Exploring rhythmic patterns Recognising patterns in notation &amp; in spoken phrases</i>	Exploring Arrangements <i>Working with musical accompaniments About Melodic phrases and the expressive use of elements</i>	Exploring a genre: Folk Music <i>Recognising the cultural/social roots of music &amp; Images/moods created by music Exploring the history of music</i>	Exploring pentatonic scales <i>Exploring pentatonic scales Creating texture in music</i>	Composers Romantic <i>Recognising the cultural/social roots of music Exploring the history of music</i>	Exploring singing games <i>Exploring the musical characteristics of singing Exploring pulses and rhythmic ostinati</i>	Summer Performance <i>Applying all skills</i>
<b>Year 4</b>	Exploring rhythmic patterns <i>Exploring rhythmic patterns Recognising patterns in notation &amp; in spoken phrases</i>	Exploring arrangement <i>About musical accompaniments About Melodic phrases and the expressive use of elements</i>	Exploring a genre: Digital Music <i>Recognising the cultural/social roots of music &amp; Images/moods created by music Exploring the history of music</i>	Exploring melodies and scales <i>Exploring intervals Exploring the structure of melodies Exploring Scales</i>	Composers Classical <i>Recognising the cultural/social roots of music Exploring the history of music</i>	Exploring sound colours <i>Recognising the images &amp; moods created by music Creating texture using instruments</i>	Summer Performance <i>Applying all skills</i>
<b>Year 5</b>	Exploring rounds <i>Exploring rounds Pitching together Combining with triad chords</i>	Exploring rhythm & pulse <i>Exploring cyclic patterns Inventing simple patterns</i>	Exploring a genre: Tudor Music <i>Recognising the cultural/social roots of music &amp; Images/moods created by music Exploring the history of music</i>	Exploring lyrics and melody <i>Exploring lyrics Recognising the cultural and social roots of lyrics Combining Melodies and lyrics Writing songs</i>	Composers Baroque <i>Recognising the cultural/social roots of music Exploring the history of music</i>	Performing together <i>Improving dictation Working with instrumental accompaniments</i>	Summer Performance <i>Applying all skills</i>
<b>Year 6</b>	Exploring lyrics & melody <i>Exploring lyrics Recognising the cultural and social roots of lyrics Combining melodies and lyrics Writing songs</i>	Exploring rounds <i>Exploring rounds Pitching together Combining with triad chords</i>	Exploring a genre: Classical Choruses <i>Recognising the cultural/social roots of music &amp; Images/moods created by music Exploring the history of music</i>	Exploring musical processes <i>Recognising the cultural &amp; social roots of lyrics Exploring composers &amp; how to compose</i>	Composers medieval <i>Recognising the cultural/social roots of music Exploring the history of music</i>	Performing together <i>Improving dictation Working with instrumental accompaniments</i>	Summer Performance <i>Applying all skills</i>

- All units include opportunities for children to compose their own work.
- All units aim towards practising the skill of performing.
- All skills are practised with both voices and instruments.

All children in Year 2 learn to play the ocarina throughout the year, whilst all children from Year 3 to 5 learn to play the recorder. In particular this helps to develop their understanding of notation, but is also a time to practice and apply all musical skills cited above.