



Swindon Village Primary School

Music Curriculum






Swindon Village Primary School Music Overview





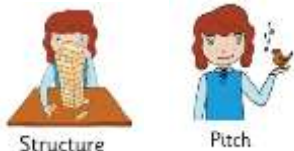

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Who shall I be today?</p> <p>DM Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Preparation for Nativity Play</p> <p>(Busy city)</p>	<p>A tale from long ago and beyond the stars</p> <p>DM- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Our Growing world and Let's go green!</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Amazing African animals and Do you see the dinosaurs?</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Under the sea</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>
Year 1	<p>Unit 1 Ourselves - Exploring Sounds Create an expressive story.</p> <p>Unit 2: Number -Beat Play patterns and beats.</p>	<p>Preparation for Nativity Play</p>	<p>Unit 3 Animals - Pitch Create an animal chant sounds and sequences.</p>	<p>Unit 4: story time - Exploring sounds</p>	<p>Unit 8 Pattern - Beat Develop understanding of metre (groups of steady beat).</p> <p>Unit 12 Water Pitch Develop performance skills.</p>	<p>Unit 13- Midnight wood Listening, singing, playing, improvising Exploring contrasts in music for characters and their setting, through songs, movement and dance</p>
Year 2	<p>Unit 3 Our Land - Exploring Sounds Perform music inspired by myths.</p>	<p>Preparation for Christmas Play</p>	<p>Unit 5 Animals - Pitch Link animal movements to pitch.</p>	<p>Unit 6 Number - Beat Play beats and patterns from Renaissance Italy to West Africa.</p>	<p>Unit 10 Pattern - Beat Create and combine minibeat rhythms.</p>	<p>Unit 9 Weather - Exploring Sounds Create a class composition using voices and instruments</p> <p>Unit 12 Travel - Performance Exploring patterns of physical movement in a game song</p>

Year 3	Unit 1: Environment - Composition Create accompaniments and sound pictures to reflect sounds in the environment.	Preparation for Christmas Play	Unit 3: Sounds - Exploring Sounds Explore timbre and structure from music around the world.	Unit 6: Time - Beat Combine melodic and rhythmic patterns and use staff notation.	Unit 7: In the Past - Pitch Compose three note melodies.	Unit 9: Human Body - Structure Improvise, create word rhythms and build a final skeleton dance.
Year 4	Music Express Unit 5: Building - Beat Explore how music can be structured to provide different textures.	Music Express Unit 7: Ancient worlds - Structure Arrange and perform a layered pyramid structure	Music express Unit 3: Sounds - exploring sounds Explore how sounds are produced and classified.	BBC 10 pieces- George Gershwin - Rhapsody in Blue (excerpt)	Music Express - Listen and Appraise Recorders	Music Express - Listen and Appraise Recorders
Year 5	Music Express - Listen and Appraise Recorders	Music Express - Listen and Appraise Recorders	Music express - At the movies Composing	Garage band Compose a short piece of music	BBC 10 Pieces Earth by Hans Zimmer	BBC 10 Pieces Earth by Hans Zimmer
Year 6	Garage Band Compose a short piece of music	Garage Band Compose a short piece of music	Music express - World unite performance	Music express- Moving on performance	End of year performance	End of year performance



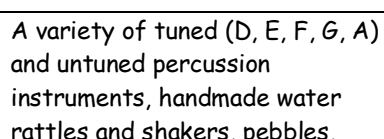
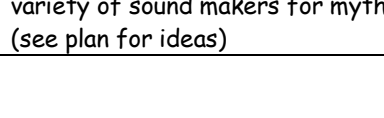



NB the musical strands are taught in many units but some unit have a greater focus and are therefore identified for that term


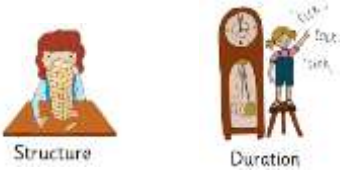
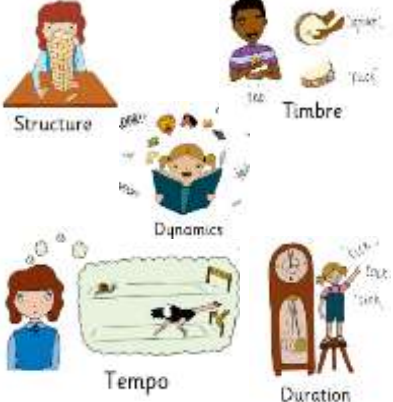
Year 1

	Autumn 1	Autumn 2	Spring 1
Overview	Music Express Unit 1 Ourselves - Exploring Sounds Unit 2 Number - Beat	Preparation for Christmas performance	Music Express Unit 3 Animals - Pitch
Suggested content	Unit 1 Ourselves - Exploring Sounds Singing - Create, respond to, place and change vocal sounds Composing - Explore, create and place vocal and body percussion sounds Unit 2 Number - Beat Playing - Learn to play percussion with control (eg. changing dynamics) Playing - identify and keep a steady beat using instruments Listening - Recognise and respond to changes in tempo in music	Practice songs for nativity performance. Singing - use their voices expressively and creatively by singing songs and speaking chants and rhymes	Unit 3 Animals - Pitch Singing - Understand (recognise) pitch - make high and low vocal sounds Singing - sing a song with contrasting high and low melodies Composing - explore and develop an understanding of pitch using the voice and body movements
Key vocabulary	 <p>Pitch</p> <p>Tempo</p>	 <p>Dynamics</p> <p>Texture</p>	 <p>Pitch</p>
Required resources	Variety of percussion instruments		Variety of percussion instruments
Trips/Extra activities	NA	Christmas Nativity	NA

	Spring 2	Summer 1	Summer 2
Overview	Music Express Unit 4 Story time	Music Express Unit 8 Pattern Unit 12 Water	Music Express Unit 12 Midnight wood
Suggested content	Unit 4 Story time Singing -Control vocal dynamics, duration and timbre Playing -Explore and control dynamics, duration, and timbre with instruments Improvising - Improvise descriptive music Improvising - Respond to music through movement Appraising - Identify a sequence of sounds (structure) in a piece of music	Unit 8 Pattern Playing - explore sounds on instruments and find different ways to vary their sound Composing - identify metre by recognising its pattern Composing - explore sounds on instruments and find different ways to vary their sound Unit 12 Water Singing - use voices to create descriptive sounds Playing - use instruments to create descriptive sounds Listening - understand musical structure by listening and responding through movement Composing - create a picture in sound	Unit 12 Midnight wood Listening - Listen to music and identify character themes Singing - Sing songs and demonstrate pitch shapes vocally Improvising - Respond to characteristics of music through movement Improvising - Respond to graphics through discussion and using voices, instruments and improvisation Performance - Perform with voices, movement and instruments
Key vocabulary	 <p>Pitch</p> <p>Dynamics</p>  <p>Tempo</p>	 <p>Timbre</p> <p>Pitch</p>  <p>Structure</p>	 <p>Structure</p> <p>Pitch</p>  <p>Tempo</p> <p>Duration</p>
Required resources	Variety of percussion instruments	Variety of classroom objects for sound making, variety of percussion and tuned instruments, sound and video recording equipment	Variety of classroom sound makers, variety of percussion and tuned instruments.
Trips/Extra activities			




Year 2 Curriculum Content




	Autumn 1	Autumn 2	Spring 1
Overview	Music Express Unit 3 Our Land	Preparation for Christmas performance	Music Express Unit 5 Animals
Suggested content	Unit 3 Our Land - Exploring Sounds Listening - identify ways of producing sounds eg. shake, strike, pluck Listening - match descriptive sounds to images Composing - explore timbre and texture to understand how sounds can be descriptive	Practice songs for nativity performance. Singing - use their voices expressively and creatively by singing songs and speaking chants and rhymes	Unit 5 Animals - Pitch Playing - play pitch lines on tuned percussion Composing - understand and perform rising and falling pitch direction Composing - read and write simple pitch line notation Composing - combine pitch changes with changes in other elements/dimensions
Key vocabulary	 <p>Dynamics</p>  <p>Timbre</p>  <p>Tempo</p>  <p>Duration</p>	 <p>Dynamics</p>  <p>Texture</p>	 <p>Pitch</p>
Required resources	A variety of tuned (D, E, F, G, A) and untuned percussion instruments, handmade water rattles and shakers, pebbles, variety of sound makers for myths (see plan for ideas)		A variety of tuned and untuned percussion instruments,
Trips/Extra activities		Christmas Play	

	Spring 2	Summer 1	Summer 2
Overview	Music Express Unit 6 Number	Music Express Unit 10 Pattern	Music Express Unit 9 Weather Unit 12 Travel
Suggested content	<p>Unit 6 Number - Beat Playing - perform a steady beat and simple rhythms using movement, percussion and body percussion Composing - understand and differentiate between beat and rhythm</p>	<p>Unit 10 Pattern - Beat Composing - perform and create simple three- and four-beat rhythms using a simple score Composing - explore different ways to organise music</p>	<p>Unit 9 Weather - Exploring Sounds Singing - perform a rhythmic chant and play an independent rhythm pattern accompaniment Singing - perform an updated version of a traditional nursery rhyme with a rap section Listening - listen in detail to a piece of orchestral music (eg. identify how it depicts a season) Composing - compose music to illustrate a story</p> <p>Unit 12 Travel - performance Singing - use their voices expressively and creatively by singing songs and speaking chants and rhymes. Playing - play tuned and untuned instruments musically Listening - listen with concentration and understanding to a range of high quality live and recorded music Performance - experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
Key vocabulary			
Required resources	untuned percussion instruments	A variety of untuned percussion instruments	A variety of tuned (C, D, E, F, G, A, B, C) and untuned percussion instruments




Trips/Extra activities			
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Year 3 Curriculum Content

	Autumn 1	Autumn 2	Spring 1
Overview	Music Express Unit 1 Environment - Composition	Preparation for Christmas performance	Music Express Unit 3 Sounds - Exploring Sounds
Suggested content	Unit 1 Environment - Composition Singing and playing - sing in two part harmony Singing and playing - accompany a song with a melodic ostinato on tuned instruments Composing - select descriptive sounds to accompany a poem Composing - choose different timbres to make an accompaniment Musical appreciation - learn about ternary form	Practice songs for nativity performance. Singing - use their voices expressively and creatively by singing songs and speaking chants and rhymes	Unit 3 Sounds - exploring sounds Listening - Learn how sounds are produced and how instruments are classified Listening - Developing an understanding of call and response Composing - Learning how sounds are produced and how instruments are classified Singing and playing - Creating a call and response
Key vocabulary			
Required resources	Variety of instruments/sound makers, tuned percussion (D, G, A, C), electronic keyboards (optional)		Boomwhackers, cardboard tubes/plastic plumbing tubes of same diameter, tuned instruments (C, F) (D, E, Fsharp, G) (C, D, E, F) (C, D, E, G, A), two beaters per child, maracas, variety of untuned percussion instruments
Trips/Extra activities		Christmas Play	







	Spring 2	Summer 1	Summer 2
Overview	Music Express Unit 6 Time - Beat	Music Express Unit 7 In the Past - Pitch	Music Express Unit 9 Human Body - Structure
Suggested content	<p>Unit 6 Time - Beat</p> <p>Singing and playing - play independent parts in more than one metre simultaneously on body percussion, untuned and tuned instruments</p> <p>Singing and playing - perform rhythmic ostinato individually and in combination</p> <p>Composing - improvise an ostinato accompaniment</p> <p>Listening - identify the metre in a piece of music</p> <p>Musical notation - recognise rhythm patterns in staff notation</p> <p>History of music - listen to and learn about a Romantic piece of music</p>	<p>Unit 7 In the Past - Pitch</p> <p>Musical notation - understand and use pitch notations</p> <p>Musical notation - read simple rhythm notation</p> <p>History of music - listen to and learn about a medieval antiphon</p> <p>History of music - listen to, learn about, play and dance to Tudor dance music</p>	<p>Unit 9 Human Body - Structure</p> <p>Singing and playing - sing in two parts (two different melodies) with movements and percussion</p> <p>Musical appreciation - understand and perform binary form</p>
Key vocabulary	 <p>Tempo Structure</p>	 <p>Pitch Dynamics</p>	 <p>Structure</p>
	Beat, ostinato/ostinati, pitch, rhythm, notation, stave, dynamics, Fast (allegro), slow (adagio), beat	Timbre, dynamics, duration, pitch, tempo, beat, rhythm,	beat, rhythm, tempo, texture, drone, Loud (forte), quiet (piano)
Required resources	Tuned instruments (A, E), soft beaters, two different sets of tuned instruments, untuned percussion instruments, tambours	Variety of percussion instruments and sound makers, tuned percussion instruments, drums	Bass xylophones, tuned instruments, untuned percussion instruments, sound makers (inc. found objects eg. foil, egg timer)
Trips/Extra activities	Jazz Festival		






Year 4 Curriculum Content

	Autumn 1	Autumn 2	Spring 1
Overview	Music Express Unit 5 Building	Music Express Unit 7 Ancient worlds	Music Express Unit 3 Sounds
Suggested content	<p>Unit 5 Buildings - Beat Playing - Combine four body percussion ostinato as a song accompaniment</p> <p>Improvising - Improvise melodies with a given set of five notes (a pentatonic scale)</p> <p>Appraising - Describe the structure of a piece of orchestral music</p>	<p>Unit 7 Ancient Worlds - Structure</p> <p>Listening - compare and contrast the structure of two pieces of music</p> <p>Composing - explore layers and layering using a graphic score</p> <p>History of music - identify key features of minimalist music</p>	<p>Unit 3 Sounds - Exploring sounds</p> <p>Singing and playing - use beatbox techniques to imitate the sound of a drum kit</p> <p>Singing and playing - perform a rap or a song with a vocal beatbox accompaniment</p> <p>Singing and playing - learn to sing partner songs</p> <p>Listening - identify different instrument groups from a recording</p> <p>History of music - listen to and learn about 1940s dance band music</p>
Key vocabulary	 Tempo	 Structure	 Pitch
Required resources	A variety of untuned percussion instruments	Newspapers, variety of junk modelling materials A variety of tuned (C, E, F, G, A) and untuned percussion instruments	A variety of tuned (C, D, E, F, G, A, C, D) and untuned percussion instruments (including drum and low pitched instruments)
Trips/Extra activities		Christmas Concert	






	Spring 2	Summer 1	Summer 2
Overview	BBC 10 Pieces George Gershwin - Rhapsody in Blue (excerpt)	Whole Class Ensemble - Recorders	Whole Class Ensemble - Recorders
Suggested content	<p>George Gershwin - Rhapsody in Blue (excerpt)</p> <p>Listening - Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations</p> <p>History of music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>History of music -Develop an understanding of the history of music</p>	<p>Recorders</p> <p>Musical notation -</p> <p>To be able to play and recognise the notes B, A and G.</p> <p>To play notes in time with a given rhythm.</p> <p>To begin to recognise the notes B, A and G on sheet music.</p>	<p>Recorders</p> <p>Performance - to be able to perform a simple tune on the recorder.</p>
Key vocabulary			
	Dynamics, pitched percussion, soundscape, tempo	Recorder, note, sound, rhythm, beat, staff, crotchet, quaver, minim, semi-breve, rest	Recorder, note, sound, rhythm, beat, staff, crotchet, quaver, minim, semi-breve, rest
Required resources	A variety of tuned and untuned instruments	Recorders	Recorders
Trips/Extra activities			

Year 5 Curriculum Content

	Autumn 1	Autumn 2	Spring 1
Overview	Recorders	BBC 10 pieces Earth by Hans Zimmer	Music Express At the movies
Suggested content	Recorders Musical notation - To be able to play and recognise the notes B, A, G, C and D. To play notes in time with a given rhythm. To begin to recognise the notes B, A, G C and D on sheet music.	Earth by Hans Zimmer Playing- play and perform in ensemble contexts, using voices and playing musical instruments Improvising - improvise and compose music for a range of purposes using the interrelated dimensions of music Listening - listen with attention to detail and recall sounds with increasing aural memory	Music express - At the movies composing Singing and playing - Sing and play percussion in a group piece with changes in tempo and dynamics. Performance - Perform music together in synchronisation with a short movie. Composing -Use the musical dimensions to create and perform music for a movie Composing - Create sounds for a movie, following a timesheet
Key vocabulary	 	 	 
	Recorder, note, sound, rhythm, beat, staff, crotchet, quaver, minim, semi-breve, rest	Duration, Dynamics, Crescendo, Percussion	Pitch, Timbre, Tempo, Dynamics, Texture, Melody
Required resources	Recorders		
Trips/Extra activities		Christmas Concert	

	Spring 2	Summer 1	Summer 2
Overview	Garage band	BBC 10 pieces Earth by Hans Zimmer	BBC 10 pieces Earth by Hans Zimmer
Suggested content	<p>Garage band History of music- Begin to understand how electric music is created. Composing - Begin to develop an understanding how to use garage band. Composing - Begin to compose their own music using garage band.</p>	<p>Earth by Hans Zimmer</p> <p>Playing- play and perform in ensemble contexts, using voices and playing musical instruments</p> <p>Improvising - improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listening - listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Earth by Hans Zimmer</p> <p>Playing- play and perform in ensemble contexts, using voices and playing musical instruments</p> <p>Improvising - improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listening - listen with attention to detail and recall sounds with increasing aural memory</p>
Key vocabulary	 <p>Structure</p>	 <p>Dynamics</p>  <p>Texture</p>	 <p>Dynamics</p>  <p>Texture</p>
	Garage Band, Loop, Instruments, Record, Sample, Compose, Create, Bar, Drums, Strings, Loop, Copy, Paste, Keyboard, microphone	Duration, Dynamics, Crescendo, Percussion	Duration, Dynamics, Crescendo, Percussion
Required resources			
Trips/Extra activities	Christmas Concert		


Year 6 Curriculum Content

	Autumn 1	Autumn 2	Spring 1
Overview	Garage band	Garage band	Music Express - world unite
Suggested content	<p>Garage band</p> <p>History of music- understand how electric music is created.</p> <p>Composing - Develop an understanding how to use garage band</p> <p>Composing - Compose their own music using garage band.</p>	<p>Garage band</p> <p>History of music- understand how electric music is created.</p> <p>Composing - Develop an understanding how to use garage band</p> <p>Composing - become confident at compose their own music using garage band.</p>	<p>Singing - Demonstrate understanding of pitch through singing from simple staff notation</p> <p>Singing - Demonstrate understanding of beat and syncopation through singing and body percussion</p> <p>Composing - Arranging different musical sections to build a larger scale performance</p>
Key vocabulary	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Structure </div> <div style="text-align: center;">  Texture </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Structure </div> <div style="text-align: center;">  Texture </div> </div>	<div style="text-align: center;">  Pitch </div>
Required resources	Ipads	Ipads	
Trips/Extra activities		Christmas Concert	

Garage Band, Loop, Instruments, Record, Sample, Compose, Create, Bar, Drums, Strings, Loop, Copy, Paste, Keyboard, microphone

Garage Band, Loop, Instruments, Record, Sample, Compose, Create, Bar, Drums, Strings, Loop, Copy, Paste, Keyboard, microphone

Rhythm, melody, pitch, harmony, compound, Mezzo forte (moderately loud)
Mezzo piano (moderately quiet)

	Spring 2	Summer 1	Summer 2
Overview	Musical express- Moving on	End of year performance.	End of year performance.
Suggested content	Singing a song with expression and sustained notes • Singing in two-part harmony • Identifying the structure of a piece of music • Learning to play a melody with chords	Performance - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Performance - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
			
Key vocabulary	Verse, chorus, harmony, structure, pitch	N/A	N/A
Required resources	Glockenspiel	N/A	N/A
Trips/Extra activities			