Music Curriculum

Subject content

Key stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 inter-related 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.

Autumn Term 1							
Musicianship / performing	EYFS	KS1		LKS2		UKS2	
	know how to perform songs and rhymes with others. I know how to move in time with music. (e.g. dancing, and marching)	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Rhythm in the way we walk and banana rap	Hands, Feet, Heart	Glokenspiel Stage 1	Glokenspiel Stage 2	Livin' On A Prayer	Happy

Autumn Term 2							
Singing / listening	EYFS	KS1		LKS2		UKS2	
	I know a range of well-known nursery rhymes and songs. I know how to sing along to pre-recorded songs and add actions. I know how to sing along with a backing track.	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Hey You / Christmas Performance	Ho Ho Ho / Christmas Performance	Three little birds / Christmas performance	Lean On Me / Christmas performance	Classroom Jazz 1 / Christmas performance	Classroom Jazz 2 / Christmas performance

Spring Term 1							
Composing	EYFS	KS1		LKS2		UKS2	
	I know how to copy basic rhythm patterns I know how to invent a pattern using one pitch notes.	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Project on Tuned Percussion	Project on Tuned Percussion	Project on Tuned Percussion	Project on Tuned Percussion	Project on Tuned Percussion	Project on Tuned Percussion

Spring Term 2							
Musicianship / performing	EYFS	KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B

Summer Term 1							
Singing / listening / music history	EYFS	KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B

Summer Term 2							
Composing	EYFS	KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B

Glossary

accent – where the music is emphasised

bar – a regular section on a staff, separated by vertical lines. Contains the beats

beat- unit of rhythm

canon – tune that is repeated at regular intervals by different performers, but with different starting times

chant – singing in unison, with a similar rhythm to speech

choir – group of singers

chord – 2 or more notes (usually 3) played simultaneously in harmony

chord progression – string of chords played in succession, usually a pattern

clef – a symbol on written music, defining what pitch to play the note

crescendo – getting louder

decrescendo – getting quieter

dissonance – harsh sounds, chords not in harmony

downbeat – first beat in a bar

drone – monotonous tone
duet – two vocalists or instruments

dynamics – how loud or quiet a piece of music is

key signature – the flats and sharps at the beginning of each line, to be played throughout the piece music

major – a happy sounding piece of **measure** – a bar in a piece of music

minor – a sad sounding piece of music

notation – a method of writing music

octave – 8 full tones above the key note. Start and end of a scale

off beat – the unaccented beat

orchestra – a large group of instruments, usually classical

pulse – the constant beat in a piece of music

rest – moment when a note is not played for a defined length of time

rhythm – structured groups of accented and unaccented beats

scale – successive notes of a key, ascending or descending

sharp – note to be raised by a semitone

slur – a curve over notes, suggesting that it is slurred together

staccato – short, sharp notes

staff – five horizontal lines on which notes are written
tempo – speed of a piece

time signature – how many beats to a bar

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

flat – playing a note a semitone lower than the written one

forte – loud

harmony – pleasing combination of two or more notes, played in background behind melody

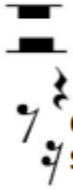
key – system of notes based on a key note

Note lengths



Semibreve – 4 beats
Minim – 2 beats
Crotchet – 1 beat
Quaver – ½ beat
Semiquaver – ¼ beat

Rest lengths



Semibreve rest – 4 beats
Minim rest – 2 beats
Crotchet rest – 1 beat
Quaver rest – ½ beat
Semiquaver rest – ¼ beat

unison – playing or singing the same notes simultaneously

vibrato – quickly alternating between two notes – a wobbly sound

Common Tempo words

adagio – slow and calm
allegro – quick and lively
andante – relaxed and flowing
largo – slow and broad
lento – slow
moderato – a reasonable pace
rit. (ritardando) – slowing the tempo (also **ral. (ralentissez)**)
presto – quick and lively
prestissimo – extremely quick