

Music Curriculum Overview 2021-22

Across the key stages children will develop and apply listening skills, knowledge and understanding through practical, creative activities which incorporate performing, composing and appraising. They will experience a wide range of music from different historical periods and genres. For the Listening elements, we refer to NAXOS music box and BBC 10 pieces. EYFS follow the suggested listening elements in Charanga.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2YO Nursery	Rhyme Week & Performance	Christmas & Nativity	Making Instruments & Music			
	The Nativity Rhyme Week Songs x5 When Santa Got Stuck Up the Chimney Jingle Bells Leaves In The Autumn Hilly Billy Hedgehog I Can See Apples		Wind The Bobbin Up Hickory Dickory Dock Wheels On The Bus	Heads, Shoulders, Knees & Toes If You're Happy And You Know It Hokey Cokey Diddidance songs	Elmer's Colours Rainbow Song	
Pre School Nursery Listen and respond Explore and create Sing Share and perform	Learn new nursery rhymes daily. Use Charanga Song collection 'Early years' to increase repertoire. Learn vocab quick /slow, loud/soft. Learn how to produce sounds using their body. Listen to a range of genres of music	Learn new action and number rhymes daily. Use Charanga Song collection 'Well known songs' Experiment with untuned percussion and explore how sounds can be changed.	Charanga -Listen-narrated musical stories. Song collection 'number rhymes'. Experiment with dynamics, singing songs quicker/slower, softer/louder.	Charanga Listen – animal inspired listening Know the names of the percussion instruments and how to produce sounds by playing in different ways (brush, bang, shake etc)	Charanga –Early years - 'musical activities' – learn the songs and listen. Begin to develop control on untuned percussion instrument and make rhythmic patterns.	Charanga –Early years - 'musical activities' – learn the songs and listen. Begin to keep a beat when playing percussion instruments to accompany familiar songs, chants and rhymes.
Reception Listen and respond Explore and create Sing Share and perform	Follow Charanga scheme –'Me' Supplement with singing with BBC teach –school radio Revisit –learn – compose -perform	Follow Charanga scheme –'My stories' Supplement with singing with BBC teach –school radio Revisit –learn – compose -perform	Follow Charanga scheme – 'Everyone' Supplement with singing with BBC teach –school radio Revisit –learn – compose -perform	Follow Charanga scheme –'Our World' Supplement with singing with BBC teach –school radio Revisit –learn – compose -perform	Follow Charanga scheme –'Big Bear Funk' Supplement with singing with BBC teach –school radio Revisit –learn – compose -perform	Follow Charanga scheme –'Reflect, Rewind and Replay' Supplement with singing with BBC teach –school radio Revisit –learn – compose -perform

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Milestone and listening	Describe Vivaldi –the four seasons	Describe Leroy Anderson - Sleigh Ride	Describe Grieg -In the Hall of the Mountain King, Morning	Describe Edward Elgar - ‘Enigma’ Variations- Theme	Describe Holst –The Planet Suite	Describe Beethoven eg Symphony no 5
	Autumn		Spring		Summer	
Year 1 Listening and focus musicians	<p>Blues Muddy Waters Robert Johnson Eric Clapton Joe Bonamassa</p> <p>Philip Glass –eg Violin Concerto No. 1: III. (Modern composer who ‘invented’ Classical minimalism)</p> <p>Culture</p>		<p>African music TOGO and GHANA – West African drumming UGANDA – Budongo ensemble ZIMBABWE – Zimbabwe Kalanga drumming</p> <p>Diversity</p> <p>Mason Bates –Anthology of Fantastic Zoology -moved the orchestra into the digital age and dissolved the boundaries of classical music.</p> <p>Possibilities</p>		<p>Musicals – Leonard Bernstein - eg ‘Mambo’ from Symphonic Dances from 'West Side Story' Arthur Sullivan (1842–1900) The Mikado (overture)</p> <p>Steve Reich – Music for 18 Musicians</p> <p>Culture</p>	
Knowledge about music	Listen to music to begin to mark and pulse and move rhythmically, sing simple songs in unison and to explore voice sounds.		Explore and recognise sounds of common classroom instruments, create movements in response to pieces of music.		Explore how sounds can be changed, improvise simple sounds.	
Milestone	Describe and perform		Describe, perform and transcribe		Describe, perform, transcribe and compose.	
Year 2 Listening and focus musicians	<p>60’s music –eg, The Beatles</p> <p>Samuel Barber Adagio for Strings (This piece now become a big part of popular culture. It’s been featured in famous movies and TV shows like <i>The Simpsons</i> and <i>Gattaca</i>. It was even played at Albert Einstein’s funeral!</p> <p>Culture</p>		<p>Sacred music John Taverner (modern) contrasted with Thomas Tallis (Ancient). Handel -Zadok the Priest</p> <p>Bach eg Toccata and Fugue</p> <p>Culture</p>		<p>Opera Mozart ‘The Magic Flute’ Benjamin Britten –‘Storm’ interlude from the opera ‘Peter Grimes’ He started composing as a child and by the age of 18 he'd written more than 700 pieces! Richard Wagner - ‘Ride of the Valkyries’ from ‘Die Walküre’.</p> <p>Possibilities</p>	

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Knowledge about music	Keep a steady pulse and copy a simple rhythm, listen to a variety of music.	Identify timbres of classroom instruments, change the types of sounds when playing instruments, sing songs with a wider pitch range.	Explore and create sounds, improvise simple patterns, order sounds within simple structures.
Milestone	Perform, describe and transcribe	Describe, perform, transcribe, compose	Describe, perform, transcribe, compose
Year 3 Listening	<p>Medieval music William Byrd eg Mass for 4 Voices Monteverdi eg Madrigals, Book 5: Cruda Amarilli</p> <p>Thomas Tallis- Spem in Alium</p> <p>Culture</p>	<p>South American Music –see Naxosmusic box - Brazil</p> <p>Heitor Villa-Lobos – Bachianas brasileiras No. 2, The Little Train of the Caipira</p> <p>BBC Trailblazers</p> <p>Florence Price, Symphony no 1 (As an African-American woman, Florence Price combined the traditions of classical music with the sound of spirituals and West African rhythms and dance from her own culture. In 1933 she overcame prejudice to become the first black female composer to have her work performed by a major orchestra).</p> <p>Possibilities, Diversity</p>	<p>Music used for adverts Ravel’s Bolero Rimsky-Korsakov Flight of the Bumblebee Dvořák - Symphony No. 9 in E minor, 'From the New World</p> <p>Vaughan Williams – eg The Lark Ascending</p> <p>Culture</p>
Knowledge about music	Keep a steady pulse, play simple repeating rhythms, listen to a variety of music and express an opinion.	Begin to recognise different instrument families, aurally identify simple rhythm patterns, sing a wider range of songs.	Play simple melodic patterns, improvise short patterns, create and develop musical ideas.

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Milestone	Perform and describe	Describe, perform, transcribe, compose	Describe, perform, transcribe, compose
Year 4 Listening	<p>Rock and roll Eg. Elvis, The Rolling Stones. Led Zeppelin, Deep Purple</p> <p>BBC Trailblazers –Grazyna Bacewicz Overture In 1943 it was very unusual for women to be composers. Grażyna Bacewicz not only broke new ground as a female composer in Poland, she continued to write music while war threatened to destroy her country.</p> <p>Possibilities</p>	<p>Electronic music Eg Chemical Brothers, David Guetta</p> <p>Anna Meredith ‘Connect it’ She writes electronic and acoustic music. Her piece Connect It doesn’t feature any instruments at all!</p> <p>Anna Clyne ‘Night Ferry’ –her talent for music was obvious early on - she completed her first composition at just 11 years old! Since then she has become one of the best-known female composers of the day.</p> <p>Possibilities</p>	<p>Indian music Arijit Singh –Bollywood Around the world Naxos -INDIA – Dance of praise to Krishna, Sarangi, Vinas</p> <p>BBC Trailblazers - Ravi Shanker –eg Symphony Hindustani classical music</p> <p>Diversity</p>
Knowledge about Music	Keep a steady pulse and respond to changes, listen with concentration to a variety of music, sing increasingly complex songs.	Recognise different instrument families, play a variety of rhythm patterns, demonstrate increasing control when playing.	Improvise rhythmic and melodic phrases, compose music for a range of purposes.
Milestone	Perform and describe	Describe, perform, transcribe	Describe, perform, transcribe, compose
Year 5 Listening	<p>Victorian music – Mendelssohn ‘The Hebrides op 26’ (He became Queen Victoria’s favourite composer and Prince Albert was his pupil) Brahms ‘Symphony no 3 in F major’ and Hungarian dance no 5 Schumann - Arabesque in C major</p> <p>Culture</p>	<p>Pop music Eg Sam Smith Little Mix – Gabriel Prokofiev – Concerto for Turntables and Orchestra (5th movement). Grandson of Sergei Prokofiev Started making Hip-Hop and Garage music. He was initially reluctant to write 'classical' music for fear of being compared to his granddad.</p> <p>Possibilities</p>	<p>Ballet Stravinsky -Firebird Tchaikovsky The Nutcracker Prokofiev –Romeo and Juliet</p> <p>Mozart - Horn Concerto No. 4</p> <p>Culture</p>

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Knowledge about music	Aurally identify rhythm patterns and recognise and understand their formal notation symbols, improvise longer rhythmic phrases.	Compose music using a range of devices, recognise the sounds of some individual instruments, play as part of an ensemble.	Confidently control changes when playing, sing a wide range of songs, recognise different metres.
Milestone	Perform and describe Transcribe	Describe, perform, transcribe, compose	Describe, perform, transcribe, compose
Year 6 Listening	<p>1940's music (The Blitz) Big Band and Homefront music</p> <p>Glen Miller Orchestra Vera Lynn Frank Sinatra, Ella Fitzgerald, the Andrews Sisters and Bing Crosby</p> <p>John Adams - Short Ride in a Fast Machine</p> <p>Culture</p>	<p>Jazz music</p> <p>Duke Ellington Louis Armstrong Miles Davies Charlie Parker</p> <p>George Gershwin Rhapsody in Blue Aaron Copeland Fanfare for the Common Man</p> <p>Culture</p>	<p>Music for screen and film</p> <p>BBC 10 pieces – Delia Derbyshire -Theme to Doctor Who John Williams -Harry Potter and the Sorcerer's Stone Hans Zimmer –Gladiator</p> <p>Culture</p>
Knowledge about music	Aurally identify extended rhythm patterns and recognise and understand their formal notation symbols, improvise longer rhythmic phrases with confidence and control.	Compose music for different purposes, begin to recognise the characteristics of different styles of music, play melodic and rhythmic parts as part of an ensemble.	Experience staff notation of pitch, sing with confidence and expression, play confidently with fluency and expression.
Milestone	Describe, perform, transcribe	Describe, perform, transcribe, compose	Describe, perform, transcribe, compose