



## Music Curriculum Overview

	Autumn	Spring	Summer
Reception	<b>Chants (Rhythm/Pulse)</b> <ul style="list-style-type: none"> <li>Rhythmical stories</li> <li>Rounds and tongue twisters</li> <li>Chants from different cultures and music genres</li> </ul>	<b>Instruments and Symbols</b> <ul style="list-style-type: none"> <li>Pitched and unpitched</li> <li>Loud and Quiet sequences</li> <li>Interpretive symbols: loud, quiet, fast, slow, low, high</li> </ul>	<b>Pitched and Un-pitched</b> <ul style="list-style-type: none"> <li>Resonant sounds</li> <li>Metal/Wooden and other properties of instruments</li> <li>Ranges (high and low)</li> </ul>
Year 1	<b>Fast and Slow</b> <ul style="list-style-type: none"> <li>Movement</li> <li>Tempo/Meter</li> <li>Fast and Slow to moving image</li> </ul>	<b>Long and Short (duration)</b> <ul style="list-style-type: none"> <li>Drones</li> <li>Birdsong</li> <li>Starting and Stopping</li> </ul>	<b>Loud and Quiet</b> <ul style="list-style-type: none"> <li>Composing</li> <li>Single and combined</li> <li>Sound Patterns</li> </ul>
Year 2	<b>Dynamics</b> <ul style="list-style-type: none"> <li>Loud/Quiet</li> <li>Crescendos and diminuendos</li> <li>High and Low instrumental dynamics</li> </ul>	<b>Texture</b> <ul style="list-style-type: none"> <li>Thick/thin</li> <li>Homophonic</li> <li>Polyphonic</li> </ul>	<b>Timbre</b> <ul style="list-style-type: none"> <li>Sound and Instrument exploration</li> <li>'Ensemble' combinations</li> <li>Dynamics</li> </ul>
Year 3	<b>Pulse/Rhythm</b> <ul style="list-style-type: none"> <li>Pulse</li> <li>Talas</li> <li>Rhythm and ostinatos</li> </ul>	<b>Graphic Notation</b> <ul style="list-style-type: none"> <li>High and Low cards</li> <li>Creative instructions</li> <li>Cells</li> </ul>	<b>Improvisation</b> <ul style="list-style-type: none"> <li>Slow and fast</li> <li>Pitched and un-pitched solos</li> <li>Mood Specific improvisation</li> </ul>
Year 4	<b>High and Low (pitch)</b> <ul style="list-style-type: none"> <li>Simple melodic patterns</li> <li>Improvisation</li> <li>Texture and Dynamics</li> </ul>	<b>Scales (pentatonic/modes)</b> <ul style="list-style-type: none"> <li>Pentatonics</li> <li>Indian modes (resulting moods)</li> <li>Tonics/Drones</li> </ul>	<b>Musical Notation</b> <ul style="list-style-type: none"> <li>History of notation</li> <li>Graphic Notation</li> <li>Basic Notation activities through games</li> </ul>
Year 5	<b>Structure</b> <ul style="list-style-type: none"> <li>Ternary form</li> <li>Rondo form</li> <li>Structure through texture</li> </ul>	<b>Melody/Accompaniment</b> <ul style="list-style-type: none"> <li>Drone</li> <li>Melodic composition</li> <li>Pitched/Un-pitched rhythmic accompaniment</li> </ul>	<b>Chords</b> <ul style="list-style-type: none"> <li>Intervals</li> <li>Major/Minor triads</li> <li>Clusters</li> </ul>
Year 6	<b>Instrumental songs</b> <ul style="list-style-type: none"> <li>Repertoire of short songs</li> <li>Use of contrasting rhythms and dynamics</li> <li>Scales and improvisation</li> </ul>	<b>Composing</b> <ul style="list-style-type: none"> <li>Introduction to sharps and flats</li> <li>A minor scale and arpeggio</li> <li>F major scale and arpeggio</li> </ul>	<ul style="list-style-type: none"> <li>Ear training</li> <li>Sight reading</li> <li>Extending knowledge of instruments ranges/pitches</li> </ul>