



EA Music Curriculum: Long-Term Overview y1-6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Keep a steady beat Exploring musical dimensions and rhythmic patterns	<u>Are all sounds the same?</u> Explore sounds around us and use our voices. Identify and show a steady pulse Begin to explore beat and emphasise the start of a bar. (Harvest Song)	<u>Is all music the same?</u> Notice technical changes in music: Tempo, Dynamic, Timbre Perform steady beat and rhythm from a graphic score (Christmas Production)	<u>Let's take turns</u> Echo/respond. Use different instruments to change timbre Order sound effects to a picture. Rhythm: introduce crotchet note and rest	<u>Spot the difference note to note.</u> Pitch- High and Low. Identify and sing relative pitches Rhythm: introduce quaver pairs (Mothers' Day Songs)	<u>Make your own musical patterns.</u> Create pitched and unpitched musical patterns to express known nursery rhymes. Collegiate Summative Assessment task: Write a 4-bar rhythm pattern in 4/4 using crotchet note, quaver pair notes and crotchet rest.	<u>Preparing to perform</u> Performance skills- posture, memory, vocal and instrumental control Basic song structure (Summer Concert)
Year 2						
Constructing music and controlling changes of musical dimensions	<u>What is the difference between beat and rhythm?</u> Sing together, following a conductor. Distinguish beat from rhythm. Recap activities for rhythm reading (Harvest Song)	<u>Sensing change</u> Can a change in music make the listener change their emotion? Recap tempo, dynamics and timbre changes and note the expressive effect of changes. Notice the feel of $\frac{3}{4}$ time (triple metre) Introduce minim note and minim rest (Christmas Production Songs)	<u>Listening for layers of music</u> Introduction to texture Recap of timbre and its expressive use Classifying instrumental timbre groups (classroom percussion - wooden, metal, beads, corrugated.) 2 part singing- Echoes and call and response 2 part rhythm performance	<u>Building a wall of sound</u> Listen to music built on repeating patterns. Grouping beats together to create bars Repeat bars to form ostinati Layer ostinati to build a composition. Build texture through ostinatos Collegiate Summative Assessment task preparation	<u>Musical story telling</u> Listen for difference in a musical story. Create expressive contrasts. Build a musical story with three parts.	<u>Preparing to perform</u> Performance Skills: Accurate pitch in songs, Recap basic song structure (Summer Concert)
Year 3						
Exploration of instrument groups and melodic shape through song and instrumental work.	<u>Animal Antics in the orchestra</u> Explore individual orchestral instrument sounds Recap rhythm notation Work together to create music to describe how animals move Sing simple animal- themed rounds in two and three parts	<u>400 year old instruments - What music would you hear when Ford Green Hall was first built?</u> Explore instrument consorts and Early Music - Notating pitch on the treble stave to complement instrumental learning Polyphonic and unison textures. Melodic improvisation on 2 and three notes.	<u>Samba and Semiquavers</u> Explore Instruments in a Samba band Investigate how a samba piece is structured Introduce semiquaver groups Improvise using samba-style rhythms to create an instrumental break for the performance piece.	<u>Taking a musical line for a walk</u> Explore pitch rise and fall in melody. Investigate how a melody is constructed in phrases. Use Boom whackers to discover that melodies have steps leaps and repeats. Connect knowledge of bar construction with time signatures. Create a bar of melody from given notes.	<u>Five note fun</u> Sing and play Pentatonic Melodies from staff notation- Analyse for phrases and melodic steps, leaps and repeats. Collegiate Summative Assessment task - Compose own 4- bar pentatonic melody using staff notation. Compare with a Balinese gamelan performance	<u>Preparing to perform</u> Performance Skills: Class Singing Best instrumental work Solos Internalisation games and group skills (Summer Concert)
Year 3 Recorders	Notes B, A Dotted minims	Add note G (may be low E) Whole bar rest Begin Recorder Festival performance pieces	Lower note E, Upper notes C, (maybe high D (and low F sharp) Repeats and ties	Complete Recorder Festival performance pieces	Reading pitch notes unaided (return to fewer notes to begin with) Improvise over an ostinato accompaniment (CBAG)	Improving fluency and expression;

Year 4						
Purposeful communication of ideas through music with a focus on melody	Weather Wonders Listen to programmatic music Free creative composition which depicts a type of weather Singing longer rounds in 3 parts	Orchestra Organisation Introduce Orchestral families Explore changes in the orchestra over time due to instrument development. Listen to the difference between a late baroque orchestra and a 20 th century full Symphony Orchestra and investigate why they sound different. Perform as a vocal class ensemble from a score.	Moody Melodies Explore the Major scale Improvise a melody using the major scales. Contrast with the sound of an Indian rag. Explore traditional Indian instruments (from both traditions, Hindustani and Carnatic) Develop a class performance piece based on tala and rag.	Step in time Explore Music for dance Notice strong beat and regular tempo Perform music with the characteristic rhythms of Tango, Polka and Waltz, from a duet score. Dotted crotchet - quaver Syncopa (quaver-crotchet-quaver pattern) Fermata (pause) Purposefully compose a melodic phrase for a particular dance	Starting to Song-write Sing and analyse short simple songs Listen to songs from different styles Create own lyric for a street vendor. Set syllables to rhythm and notate Define a suitable metre Add melody notes from a major scale Perform the melody.	Preparing to perform Performance Skills: Class Singing Best instrumental work Solos (Summer Concert)
Year 4 Recorders	Recap notes BAG, low E without letters	Recap upper notes C, D no letters introduce F sharp and low D	Introduce C sharp	Dance in two parts (Waltz and Tango)	Simple known melodies and hymns	Improving fluency and expression; (Summer Concert)
Year 4 WCET instrumental	Control initial sounds, first and second notes, rhythm and counting rests	3 rd and fourth notes	5th note	Consolidation and increased rhythmic fluency	WCET celebration pieces	Consolidate/ revisit performance pieces

Year 5						
Exploring chords and harmony using ukuleles with a focus on songs. Lichfield MusicShare project override curriculum work in Autumn term if places are granted on the projects.	How about harmony? Explore partner songs. Investigate why they fit together well. Introduce the concept of harmony and chords Begin to play ukuleles- chords of C Am F. Music Share 3 rehearsals and trip to perform with other schools.	Teach yourself tablature Ukuleles- explore melodies using tablature and recap staff notation. Traditional Christmas Carol melodies. This unit operates over a reduced number of weeks if the MusicShare project runs in this half term.	Minor Mode Major, minor and chromatic tonality Listen to music in minor key. Listen to familiar songs in the opposite mode. Explore change of tonality used for dramatic effects through singing (Food Glorious food / Dance to your Daddy/ My Favourite Things.)	More Song-writing Ukuleles - Choosing chords to match a known melody. Create your own (four) chord pattern using Chrome Lab arpeggio. Choose a note or two from each chord to create a matching melody. Varied strumming patterns Explore other strummed instruments	Musical Story-Telling Listen to a range of narrative and emotive songs from various musical theatre shows and comment on all dimensions of music which enhance the presentation of the story, using accurate vocabulary. Performance pieces Ukulele: Somewhere over the Rainbow / Memory from Cats (in C) Or Compose own song melody using experience of MusicShare repertoire and Camerata project to guide construction. Performance and composition tasks may be replaced by ukulele activities if MusicShare and Camerata Projects run.	Preparing to perform Performance Skills: Class Singing Best instrumental work Solos (Summer Concert) Historical Timeline Look back over all historical music covered in Key Stage 2 and place into a timeline. Bring up to the end of 20 th Century by listening to and performing examples of Minimalism.

Year 6						
Transatlantic influences in pop and commercial music. Focus is on construction and texture. Singing / Recorders / Ukulele/ Glockenspiels /	Gospel Music Oh when the saints, Swing Low This train is bound for Glory Mary had a baby Oh Happy Day Community Singing, chordal texture, call and response / echo. Instrumental Ensemble performance (Melody and chordal accompaniment) of Oh When the Saints	Jazz Music Duke Ellington - It don't mean a thing Benny Goodman - Sing, sing, sing (with a swing) Louis Prima - King of the Swingers (Jungle Book) Orchestration of 1930s American Jazz Orchestra Use of improvisation Sectional structure Use of syncopation	Rhythm 'n Blues / Rock 'n' Roll Bill Haley -Rock around the clock Bobby Darin - Splish Splash Chuck Berry -Johnny B Goode Chuck Berry - School Days Elvis - Blue Suede Shoes 12 bar blues chord structure improvise a bar riff based on a chord, transfer to a new chord Basic chair drumming rock beat. Structure Jigsaw listening exercises and debates Walking bass pattern which changes chord	1960s Recording Revolution Early and Late Beatles Love me Do - 2 track recording Being for the benefit of Mr Kite - 4 track recording, sampling, mixing down. Performance multi-textured. Signal processing using Audacity Synthesisers and listen to "Popcorn" Piano roll views of melodies in Chrome Lab Create a riff from a chord sequence for "All you need is love" - Class Ensemble	Soul and Reggae Calypso to Reggae (Jamaica and UK) Stylistic listening examples Off-beat guitars One-drop rhythms Timbale drum roll opening, congas Keyboard riffs, brass. Three little Birds ensemble performance. Ukulele / Glockenspiel performances Soul music exploration:	Digital Music Production Digital Music Production methods using Garageband. DAWs, loops, samples, effects production and online consumers. Live or synthesised quiz Create own song introduction on iPads in Toc'n'roll, Sketch-a-Song or Garageband apps - Drums, chords, bass, melody. Look at recent (past 5 years) stand-out hits and discuss features and influences, resources and audience

Orchestral instruments in Class Ensemble Pieces		Perform a walking bass ostinato on glockenspiels (4 bars) to Hey Mr Miller Song. Manipulate rhythms to create a swing version of a Christmas carol melody			close harmony singing instrumentation chord patterns riffs "Stand by Me" syncopated rhythms "You to me are everything"	Final class song performance- student led choice previous selections include Fireflies /Happy / This is the Greatest Show/ Best Day of my Life/ (song choice under constant review) Performance Skills: Summer Concert preparation of class choice piece.
Year 7 at St Margaret Ward						
<p>Recap of various notations and introduction of keyboard skills. Ukulele skills recap and deepening knowledge of harmonic structure. Consolidation and deepening of musical history and composition structures.</p>	<p>Building Bricks The Elements of Music including Italian terms Notation Stave Staff Notation Graphic Notation Graphic Scores</p> <p>Students will learn to play "Ode to Joy" by Beethoven.</p> <p>Students will create a short piece of music to describe one of the four different scenes that Britten created music for in "Peter Grimes" and a Morning Mood piece.</p>	<p>I Got Rhythm Rhythm Pulse Beat March Waltz Time Signature Conducting Note values Bars Barlines Accent Cyclic Rhythm Polyrhythm</p> <p>A series of performing tasks interspersed with composition tasks.</p>	<p>Keyboard Skills Layout of Piano / Keyboard Treble Clef Staff notation RH LH Fingering (1-5) Middle C</p> <p>Students will learn to play a variety of keyboard pieces of varying levels of difficulty.</p> <p>Some HAL students may be able to add a chordal LH accompaniment to each piece.</p>	<p>Introducing the Ukulele Tuning the ukulele Learning the lay out of a ukulele Chord shapes Chord symbols Strophic form Harmonic rhythm</p> <p>Students will learn to play one of two songs, each with a different difficulty level</p> <p>Students will create their own chord progression using the chords they have learnt so far.</p>	<p>Form and Structure Q&A/Call and Response Phrases Binary Form Ternary Form Rondo Form Theme and Variations Phrase Melody Harmony Ostinato Drone Treble Clef Pitch Notation Vocabulary related to variation techniques (Inversion/ retrograde/ augmentation etc).</p> <p>Listening starters and activities related to variations.</p> <p>Perform melody and their own variations.</p> <p>Using a variety of composition techniques (retrograde/ inversion/ augmentation etc) students compose at least 3 different variations of the original theme.</p>	<p>'Music Through Time' Medieval – plainchants, instrumentation Renaissance – Cantus Firmus, sacred, secular Baroque – polyphonic, homophonic, monophonic, counterpoint. Instrumentation development. Classical – Consonance, dissonance, conjunct, disjunct. Romantic – range (tessitura), chromaticism 20th Century – serialism, minimalism (on computers), chance music.</p> <p>A series of performing tasks interspersed with composition tasks.</p> <p>A series of performing tasks interspersed with composition tasks. Students pushed individually by the teacher</p>