

Music Curriculum Overview 2023-2024

Reception Outcomes

Communication and Language:

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development:

- Combine different movements with ease and fluency

Expressive Arts and Design:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance.

KS1 National Curriculum Aims:

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 interrelated dimensions of music

KS2 National Curriculum Aims:

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 interrelated 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

Aims of Berger’s music curriculum:

- Children will demonstrate knowledge of the history of music, and its cultural impact on the world.
- They will be able to reflect on different styles of music, influenced by different cultures and both national and international histories.
- Children will demonstrate an awareness of influences in different music histories, such as hip-hop, classical and folk and begin to compare and contrast the different styles.

Each term children will practice and perform a minimum of one piece of music to their peers (or a wider audience).

Music lessons should be linked to the enquiry topic for the relevant term, where appropriate, allowing children the opportunity to explore the topic in a creative way. If it is more appropriate to link the music sessions to science learning or the relevant artist for the term, this should be noted in weekly planning. Autumn 2 for years 4,5,6 should be linked to Science topics. Science topics and artists can be found [here](#).

Children should learn the vocabulary associated with music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						Perform and Evaluate Focus
Reception	<p>How and why do people change?</p> <p>Jolly Music</p> <ul style="list-style-type: none"> • sing musically with increasing confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory 	<p>Where do you want to go and how will you get there?</p> <p>Jolly Music LSO: Jemma’s Journey</p> <p>https://www.lso.co.uk/learn-and-discover/digital-activities-and-resources/jemmas-journey/</p> <p>https://londonso-assets.s3.amazonaws.com/uploads/2023/04/Activity-Pack-Jemmas-Journey.pdf</p>	<p>Do stories have to have happy endings?</p> <p>Jolly Music</p> <ul style="list-style-type: none"> • sing musically with increasing confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory 	<p>What would you pack to go to Australia?</p> <p>Jolly Music</p> <ul style="list-style-type: none"> • sing musically with confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory 	<p>What makes a habitat?</p> <p>EYFS Singing Festival Prep</p> <ul style="list-style-type: none"> • sing musically with confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory 	<p>EYFS Singing Festival Prep</p> <ul style="list-style-type: none"> • sing musically with increasing confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
Year 1	<p>Why do people need to play?</p> <p>Why do we play music? Pitch and pulse</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Rosa Parks / Emily Davison What makes a person brave?</p> <p>Pulse Christmas play: Say Hello to Little Jo https://easypeasyplays.co.uk/collections/christmas-plays-non-nativity-for-primary-schools-nursery-early-years</p>	<p>Flight (DT) Why do some people want to fly?</p> <p>Rounds</p> <ul style="list-style-type: none"> • sing musically with confidence and control. • develop an understanding of musical composition, organising and manipulating 	<p>Hackney What makes Hackney special?</p> <p>Rounds</p> <ul style="list-style-type: none"> • sing musically with confidence and control. • develop an understanding of musical composition, organising and manipulating 	<p>Hot and Cold Deserts Would you rather live in a hot or a cold desert and why?</p> <p>I’m in Charge!</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and 	<p>End of year performance: History of UK/Black Music</p> <ul style="list-style-type: none"> • sing musically with confidence and control. • develop an understanding of

	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the interrelated dimensions of music 		ideas within musical structures and reproducing sounds from aural memory	ideas within musical structures and reproducing sounds from aural memory	speaking chants and rhymes <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the interrelated dimensions of music 	musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
Year 2	<u>Mary Seacole and Florence Nightingale</u> <u>What makes people helpful?</u> Instruments of the Orchestra: <ul style="list-style-type: none"> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music 	<u>Significant (National and international) beyond living memory - Great Fire of London</u> <u>Is fire good or bad?</u> Christmas play: Ready Steady Elf! https://easypeasyplays.co.uk/collections/christmas-plays-non-nativity-for-primary-schools-nursery-early-years	<u>Transport</u> <u>Why are there so many modes of transport?</u> Scores: Using a “The Little Train of the Caipira” with reference to the journey to create a score. <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the interrelated dimensions of music 	<u>UK in the world (comparison of a place in UK and in Europe)</u> <u>How does where we live affect who we are?</u> The Music Hall: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music develop an understanding of the history of music 	<u>Our local environment</u> <u>Why and how should we look after our local environment?</u> Musical Games: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically experiment with, create, select and combine sounds using the interrelated dimensions of music 	End of year performance: History of UK/Black Music <ul style="list-style-type: none"> sing musically with confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
Year 3	<u>Changes in Britain from Stone Age to Bronze Age</u> <u>What makes people change?</u> Graphic Scores: <ul style="list-style-type: none"> use and understand staff and other musical notations develop an understanding of the history of music 	<u>Cleopatra</u> <u>Ancient Egyptians</u> <u>What makes a good leader?</u> Ensemble playing: Walk like an Egyptian: https://www.youtube.com/watch?v=P_Uyk4VNzUMc & Winter concert songs <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different 	<u>Inventions that use magnets</u> <u>Why are magnets important?</u> LSO: George Gerschwin’s “An American in Paris” <ul style="list-style-type: none"> 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 interrelated dimensions of music use and understand staff and other musical notations develop an understanding of the history of music 	<u>The Geography of Brazil</u> <u>How does Brazil affect the rest of the world?</u> An introduction to Samba! <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music 	<u>Mountains and Volcanoes</u> <u>What makes mountains and volcanoes interesting?</u>	End of year performance: History of UK/Black Music <ul style="list-style-type: none"> sing musically with confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

		<p>traditions and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music 		<p>drawn from different traditions and from great composers and musicians</p>		
	Autumn 1 & 2		Spring 1	Spring 2: "Inventing Music"/Composition Focus/Music Tech	Summer 1: Geography focus	Summer 2: Perform and evaluate focus
Year 4	<p>Romans Empire's Impact on Britain What can we learn from different people?</p> <p>Graphic Scores & introduction to Western notation:</p> <ul style="list-style-type: none"> use and understand staff and other musical notations have an understanding of the history of music 	<p>Living things and their habitats 1 and 2</p> <p>Ensemble playing:</p> <p>Just Like a Roman https://www.youtube.com/watch?v=Lks-zgk4dlg</p> <p>&Winter concert songs</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression listen with attention to detail and recall sounds with aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians have an understanding of the history of music 	<p>Eweka-The Kingdom of Benin What makes a Kingdom successful?</p> <p>https://teachers.thenational.academy/units/west-african-music-373e</p> <p>https://cumbriamusicservice.co.uk/k/s2-resources/african-drums-list/</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression listen with attention to detail and recall sounds with aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians have an understanding of the history of music. 	<p>Inventions using the Light Bulb How does the light bulb affect the world?</p> <p>Garage Band:</p> <ul style="list-style-type: none"> 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 aural memory use and understand staff and other musical notations 	<p>The geography of Spain What is the sound of a place?</p> <p>Spanish Music project</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with 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 have a strong understanding of the history of music 	<p>Rivers What is a river's story?</p> <p>Junior Singing Festival Prep</p> <ul style="list-style-type: none"> sing musically with confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
Year 5	<p>Settlements of Britain by Anglo Saxons and Scots Vikings and Anglo Saxons in Britain (to 1066) What is the impact of immigration?</p> <p>Graphic Scores & introduction to Western notation:</p> <ul style="list-style-type: none"> use and understand staff and other musical notations have a strong understanding of the history of music 	<p>(Properties and changes of materials 1 and 2)</p> <p>Compose a piece of music based on the Viking's journey: Anglo-Saxons song</p> <p>&Winter concert songs</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression confidently listen with attention to detail and recall sounds with aural memory confidently 	<p>Nelson Mandela How can people change the world?</p> <p>Protest songs To write a protest song and record performance</p> <p>"Free, Free Nelson Mandela"</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression confidently 	<p>Inventions we wouldn't have without space travel Would you like to go to space? Why? Why not?</p> <p>Creating compositions for "The Planets" inspired by Holst</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with 	<p>UK / London Would you choose to live in the UK?</p> <p>History of music in the UK Focus on Grime</p> <ul style="list-style-type: none"> 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 	<p>End of year performance: History of UK/Black Music</p> <p>Artist focus: Stormzy</p> <ul style="list-style-type: none"> sing musically with increasing confidence and control. develop an understanding of musical composition, organising and manipulating

		<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • have a strong understanding of the history of music 	<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>accuracy, fluency, control and expression confidently</p> <ul style="list-style-type: none"> • use and understand staff and other musical notations 	<p>recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • have a strong understanding of the history of music 	<p>ideas within musical structures and reproducing sounds from aural memory</p>
Year 6	<p>World War 2</p> <p>Why is there conflict in the world?</p> <p>Graphic Scores & introduction to Western notation:</p> <ul style="list-style-type: none"> • use and understand staff and other musical notations • have a strong understanding of the history of music 	<p>Electricity</p> <p>The music of post-war Britain: studying the impact of the war on british cultures eg. British Invasion & Winter concert songs</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with aural memory confidently • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • have a strong understanding of the history of music 	<p><u>Ancient Greece (History & Geography focus)</u></p> <p><u>How does the past influence the future?</u></p> <p>The Class Choir</p>	<p>Free Topic / Enquiry</p> <p>Music Tech: Band Lab/Garage Band</p> <ul style="list-style-type: none"> • 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 aural memory confidently • use and understand staff and other musical notations 	<p>Year 6 performance preparation working with Callum/Sumaira & Year 6 team</p> <ul style="list-style-type: none"> • sing musically with complete confidence and control. 	<p>Year 6 performance preparation working with Callum/Sumaira & Year 6 team</p> <ul style="list-style-type: none"> • sing musically with complete confidence and control.

Instrumental Tuition: TBC by HMS tutors

Year group & term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1: Ukulele	<p>Holding and strumming exercises, trying different fingers. One chord songs.</p> <p>Pieces: You are my sunshine, Rockin' blues</p>	<p>Holding and strumming exercises, trying different fingers. One chord songs.</p> <p>Pieces: You are my sunshine, Rockin' blues</p>	<p>Helping my partner learn new chords, one chord songs using 2 fingers.</p> <p>Pieces: Lava, Low Rider</p>	<p>Helping my partner learn new chords, one chord songs using 2 fingers.</p> <p>Pieces: Lava, Low Rider</p> <p>Showcase for parents/carers</p>	<p>2 chord songs, playing in $\frac{3}{4}$ time</p> <p>Pieces: Row Row Row Your Boat, Walkin' Blues</p>	<p>2 chord songs, playing in $\frac{3}{4}$ time</p> <p>Pieces: Row Row Row Your Boat, Walkin' Blues</p>
Year 2: Ukulele	<p>Building on our knowledge of chords to learn 2- chord songs. Experimenting with syncopated rhythms.</p> <p>Pieces: Jean Genie, Blues in 2s</p>	<p>Building on our knowledge of chords to learn 2- chord songs. Experimenting with syncopated rhythms.</p> <p>Pieces: Jean Genie, Blues in 2s</p>	<p>Playing riffs on the ukulele, playing them over backing chords with my partner.</p> <p>Pieces: Lava, London Bridge is Falling Down</p>	<p>Playing riffs on the ukulele, playing them over backing chords with my partner.</p> <p>Pieces: Lava, London Bridge is Falling Down</p> <p>Showcase for parents/carers</p>	<p>Learning to perform</p> <p>Pieces: our own original songs (!) , Somewhere over the Rainbow</p>	<p>Learning to perform</p> <p>Pieces: our own original songs (!) , Somewhere over the Rainbow</p>
Year 3: Recorder				Showcase for parents/carers		
Year 4: Recorder				Showcase for parents/carers		
Year 5: Djembe				Showcase for parents/carers		
Year 6: Djembe				Showcase for parents/carers		
Small group: Steel Pans				Showcase for		

				parents/carers		
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Extra Curricular

Thursdays	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
13.35-14:05: Violin group	Fiddle Time joggers	Performance prep	Fiddle Time joggers	Fiddle Time joggers	Fiddle Time joggers	Performance prep
14:15-14:45: Vocal group	Pop	Performance prep	Harmony	Barbershop	Concert prep	Performance prep
14.55-15:25: SEN group	Gymboree	Performance prep	Gymboree	Sensory Stories	Gymboree	Performance prep

Weekly Playlists

Term & Week	Autumn 1: Historical Music	Autumn 2: Historical music/winter songs	Spring 1: Inventions	Spring 2: Geography focus	Summer 1:	Summer 2:
Week 1:	Early Music – Till 1400.	Reggae	Transport	Australia	Turkish	Blues: Billie Holiday/Big Mama Thornton
Week 2:	Renaissance – 1400-1600.	Rock n’ Roll	Electricity/lightbulb	Hackney	Indonesian	Jazz/Swing:Louis Armstrong
Week 3:	Baroque – 1600-1750.	Jazz	Space	The Music Hall: UK	Caribbean	Rock N Roll
Week 4:	Classical – 1750-1830.	Folk Music	Magnets	Samba!	West African	Funk
Week 5:	Romantic – 1830-1900.	Electronic Dance	Flying	Spain	Indian Classical	Hip-hop
Week 6:	20 th Century – 1900-2000.	Winter Songs	N/A	London	South African	UK Grime
Week 7:	N/A	Winter Songs	N/A	N/A	N/A	Mix
Week 8:	N/A	Winter Songs	N/A	N/A	N/A	

Performances: Outline for performance possibilities

Year group & term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Winter Songs in studio			EYFS Hackney Festival	EYFS Hackney Festival Whole school performance
Year 1		Winter play for parents/carers in studio				Whole school performance
Year 2		Winter play for parents/carers in studio		Ukulele performance		Whole school performance
Year 3		Winter songs in studio/recording of topic learning				Whole school performance
Year 4		Winter songs in studio/recording of topic learning		Recorder performance	Year 4 Hackney Festival	Year 4 Hackney Festival Whole school performance
Year 5		Winter songs in studio/recording of topic learning				Whole school performance
Year 6		Winter songs in studio/recording of topic learning		Djembe performance		Year 6 performance for parents