

# Music Curriculum

West London Primary Cluster



# Aims

- To sing in harmony and with musical delivery.
- Listen critically to a broad range of music and gain an understanding of how music is constructed and the impact it can have on the listener.
- Develop the craft of creating melodies and fashioning these into short pieces.
- Understand what makes a good performance. To perform confidently as part of a variety of ensembles.
- Identify key musical styles and know prominent musicians.

# EYFS

In EYFS, children will gain the musical skills they need before Key Stage One by:

- Singing a range of nursery rhymes and action songs, learning to move their bodies and perform actions in time with the pulse.
- Performing in front of an audience during both their Nativity and Sharing Assembly.
- Exploring different ways of producing sound using a range of untuned percussion instruments.

# Music Curriculum Overview

|                                                                                            | AUTUMN                                                                                                                                                                                                                                                                                                                    | SPRING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | SUMMER                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Team 1</b><br><br>Key Musicians and styles:<br><br>Camille Saint-Saens<br>Sergio Mendes | <b>Singing Focus</b> <ul style="list-style-type: none"> <li>Understand the difference between singing voice and thinking voice.</li> <li>Show 'high' and 'low' pitch using movement.</li> <li>Sing and play musical games using a mi-so range.</li> <li>Learn to sing an English folk song.</li> </ul>                    | <b>Instrument Focus</b> <ul style="list-style-type: none"> <li>Learn the names and playing technique for a variety of untuned percussion instruments.</li> <li>Recognise untuned percussion instruments by their timbre.</li> <li>Keep a steady beat using untuned percussion.</li> <li>Copy simple rhythms using body percussion.</li> <li>Improvise short vocal and rhythm patterns.</li> <li>Play a simple ostinato.</li> </ul>                                                                              | <b>Composition/Notation Focus</b> <ul style="list-style-type: none"> <li>Tap the pulse/rhythm of known songs and understand the difference.</li> <li>Use human and stick notation to notate known songs using ta and ti ti (crotchet and paired quavers).</li> <li>Compose simple rhythms using the names of animals.</li> <li>Play these patterns on body percussion and untuned percussion.</li> </ul>                                     |
| <b>Team 2</b><br><br>Key Musicians and styles:<br><br>Anna Clyne<br>George Gershwin        | <b>Singing Focus</b> <ul style="list-style-type: none"> <li>Show the melodic shape of a phrase using movement.</li> <li>Sing and play musical games in a do-so range, and sing both in unison and solo.</li> <li>Learn a traditional Bangladeshi song.</li> <li>Learn a longer song with a verse and a chorus.</li> </ul> | <b>Instrument Focus</b> <ul style="list-style-type: none"> <li>Know that songs can have different tempos, and sing a song where the tempo increases (A Ram Sam Sam).</li> <li>Know that songs can have varying dynamics, and identify the dynamics of a traditional Indonesian piece using the scale of 1-4 (very quiet to very loud).</li> <li>Create improvised call and response patterns.</li> <li>Know how to hold a beater correctly and be able to play a 2 note pattern on the glockenspiel.</li> </ul> | <b>Composition/Notation Focus</b> <ul style="list-style-type: none"> <li>Play the rhythm/pulse of known songs on untuned percussion.</li> <li>Use human and stick notation to notate known songs using ta, ti ti and ta rest.</li> <li>Compose simple rhythms using stick notation</li> <li>Use dot notation to notate known melodies.</li> <li>Compose simple two note melodies using dot notation and perform these for others.</li> </ul> |

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| <b>Team 3</b><br><br>Key Musicians and<br><br>Bobby McFerrin<br>JS Bach                 | <b>Singing Focus</b> <ul style="list-style-type: none"> <li>• Sing solo with increasing confidence and explore singing in a different timbre.</li> <li>• Improvise/compose simple lyrics.</li> <li>• Sing a traditional Japanese song.</li> <li>• Sing 'Don't Worry Be Happy', a more challenging song with a wider range.</li> </ul>            | <b>Instrument Focus</b> <ul style="list-style-type: none"> <li>• Be able to tap the pulse in one group while the other taps the rhythm.</li> <li>• Learn a pentatonic song and show the pitch using solfa hand movements.</li> <li>• Play a song on the glockenspiel using 4 notes (C, D, E and G) and play a rhythmic accompaniment on untuned percussion.</li> <li>• Copy melodic phrases on the glockenspiel using 3 notes.</li> <li>• Improvise short melodies on the glockenspiel.</li> </ul> | <b>Composition/Notation Focus</b> <ul style="list-style-type: none"> <li>• Use human and stick notation to notate known songs using ta, ti ti, ta rest and ta-a (minim, and compose their own rhythms using these not values.</li> <li>• Use dot notation to notate 3 note melodies and compose their own 3 note melodies to sing and play on the glockenspiel.</li> <li>• Link the pattern of word phrases to musical notes (ta, ti ti etc.)</li> <li>• Represent ta and ti ti using staff notation (crotchets and quavers).</li> <li>• Learn how music is written on a stave and use dot notation to show higher and lower pitch.</li> <li>• Combine rhythm notation with letter names to create rising and falling melodies (do, re, mi)</li> </ul> |
| <b>Team 4</b><br><br>Key Musicians and<br>styles:<br><br>Anna Meredith<br>Thomas Tallis | <b>Singing Focus</b> <ul style="list-style-type: none"> <li>• Sing using a full octave range with varying dynamics and increasing vocal control.</li> <li>• Sing a song in a round.</li> <li>• Understand that songs can have different metres and learn a song in the metre of 3.</li> <li>• Sing two known songs as partner songs .</li> </ul> | <b>Instrument Focus</b> <ul style="list-style-type: none"> <li>• Play and perform melodies following staff notation using a small range.</li> <li>• Perform in two or more parts from simple notation using instruments.</li> <li>• Copy short melodic phrases including those using the pentatonic scale.</li> <li>• Improvise on a limited range of pitches.</li> <li>• Introduce major and minor chords.</li> </ul>                                                                             | <b>Composition/Notation Focus</b> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the glockenspiel. Sing and play these phrases as self-standing compositions.</li> <li>• Notate known songs using ta, ti ti, ta rest, ta-a and tiki taka (semibreve).</li> <li>• Read and perform pitch notation using voices and tuned percussion in the do-so range.</li> <li>• Introduce and understand the differences between minims, crotchets, paired quavers, and rests.</li> </ul>                                                                                                                                             |

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|                                                                           | AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SPRING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SUMMER                                                                                                                                                                                                                                                                                                                  |
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| <b>Team 5</b><br><br>Key Musicians:<br><br>Maurice Ravel                  | <ul style="list-style-type: none"> <li>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.</li> <li>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> <li>Understand the differences between 2/4, 3/4, and 4/4 time signatures.</li> </ul>                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Read and perform pitch notation (on glockenspiels) within an octave (e.g. C–C'/do–do).</li> <li>Understand how triads are formed, and play them on glockenspiels.</li> <li>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>Read and play short rhythmic phrases at sight from prepared cards using notation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Compose a short ternary piece with contrasting sections inspired by Ravel's Laideronette.</li> <li>Use chords to compose music to evoke a specific atmosphere with contrasting A and B sections.</li> <li>Capture and record creative ideas using notation of choice.</li> </ul> |
| <b>Team 6</b><br><br>Key Musicians:<br><br>Hans Zimmer<br>Ezra Collective | <b>Instrumental Focus</b> <ul style="list-style-type: none"> <li>Children will learn a longer piece of percussion music called 'Time', where they will:</li> <li>Play melodies following staff notation using notes within an octave range, and also make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</li> <li>Accompany this same melody, and others, using block chords or a bass line.</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul> | <b>Composition Focus</b> <ul style="list-style-type: none"> <li>Learn to sing God Gave Me Feet For Dancing by Ezra Collective, a song with syncopated rhythms. Using this song, pupils will also extend improvisation skills through working in small groups to:</li> <li>Create music with multiple sections that include repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> <li>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> <li>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> </ul> | <b>Singing Focus</b><br><br>Pupils will spend the final unit learning the songs that will be sung in their Year 6 production.<br><br>They will develop their sense of ensemble and performance as well as singing in a style appropriate to musical theatre.                                                            |

## Beyond KS2:

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

[National curriculum in England: music programmes of study - GOV.UK](#)