

Music Curriculum Overview 2024-2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		<p>Joining in with songs/nursery rhymes</p> <p>Discriminating between different instruments, recognizing pitch and volume variations.</p> <p>Developing control and coordination of body movements to create sound,</p>	<p>Joining in with songs/nursery rhymes</p> <p>Creating sound sequences with instruments, identifying sounds from behind a curtain for auditory recall and sound discrimination.</p> <p>Recognizing and creating rhythmic patterns.</p> <p>Developing awareness of how the voice can make a range of sounds.</p>	<p>Music and different instrumental sounds</p> <p>Matching singing pitch</p> <p>Coordination, listening and repeating patterns.</p> <p>Rhythm and syllable awareness.</p> <p>Vocal exploration, modulation, and control.</p>	<p>Matching singing pitch</p> <p>Leadership and creativity in sound making.</p> <p>Making musical instruments and responding with feelings</p>	<p>Playing/handling instruments</p> <p>Group collaboration and rhythm creation.</p>	<p>Playing/handling instruments</p> <p>Developing complex rhythmic patterns and coordination.</p>
Reception	Drumming	<p>Foundation in African Drumming</p> <ul style="list-style-type: none"> - Introduction to the djembe and its cultural background. - How to sit and hold the drum correctly. - Play tone, bass, and flam strokes with a bouncing sound. - Keep a steady 4-beat pulse. - Contrast loud/soft dynamics. - Sing call-and-response songs while clapping or drumming. 		<p>Developing Rhythm and Ensemble Skills</p> <ul style="list-style-type: none"> - Play in time with a steady pulse. - Explore tempo changes (faster/slower). - Begin playing 2-bar ostinato patterns. - Improvise simple 4-beat rhythms. - Respond to djembefola signals to start and stop. 		<p>Expanding Musicality and Performance</p> <ul style="list-style-type: none"> - Sing and drum at the same time. - Play in 2- or 3-part polyrhythms. - Memorise and repeat longer (4-bar) drumming patterns. - Experiment with crescendo and diminuendo. - Perform in an ensemble. 	
Year 1	Singing	<p>Dynamics:- Introduce loud/quiet through</p>	<p>Performance:- Develop confidence in performing learned pieces.- Introduce audience awareness and</p>	<p>Tempo:- Introduce tempo using call-and-response.-</p>	<p>Vocal Technique:- Begin understanding vocal production</p>	<p>Tonality:- Introduce musical mood ('happy' and 'sad') through listening.</p>	<p>Curriculum Recap:- Consolidate knowledge through performance and</p>

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		call and response.- Develop correct breathing technique and good posture.	stage presence.	Maintain a steady beat through body percussion.	and health.		discussion.
	Drumming	Foundation in African Drumming <ul style="list-style-type: none"> - Introduction to the djembe and its cultural background. - How to sit and hold the drum correctly. - Play tone, bass, and flam strokes with a bouncing sound. - Keep a steady 4-beat pulse. - Contrast loud/soft dynamics. - Sing call-and-response songs while clapping or drumming. 		Developing Rhythm and Ensemble Skills <ul style="list-style-type: none"> - Play in time with a steady pulse. - Explore tempo changes (faster/slower). - Begin playing 2-bar ostinato patterns. - Improvise simple 4-beat rhythms. - Respond to djembefola signals to start and stop. 		Expanding Musicality and Performance <ul style="list-style-type: none"> - Sing and drum at the same time. - Play in 2- or 3-part polyrhythms. - Memorise and repeat longer (4-bar) drumming patterns. - Experiment with crescendo and diminuendo. - Perform in an ensemble. 	
Year 2	Singing	Dynamics:- Reinforce accurate use of dynamics through singing games.- Develop breathing control and posture.	Performance:- Develop confidence in performing learned pieces.- Introduce audience awareness and stage presence.	Tempo:- Reinforce tempo through rounds and call-and-response.	Vocal Technique:- Introduce how vocal folds create different sounds.	Tonality:- Identify major/minor tonalities through listening examples.	Curriculum Recap:- Perform and reflect on learning from the year.
	Drumming	Foundation in African Drumming <ul style="list-style-type: none"> - Introduction to the djembe and its cultural background. - How to sit and hold the drum correctly. - Play tone, bass, and flam strokes with a bouncing sound. - Keep a steady 4-beat pulse. - Contrast loud/soft dynamics. - Sing call-and-response songs while clapping or drumming. 		Developing Rhythm and Ensemble Skills <ul style="list-style-type: none"> - Play in time with a steady pulse. - Explore tempo changes (faster/slower). - Begin playing 2-bar ostinato patterns. - Improvise simple 4-beat rhythms. - Respond to djembefola signals to start and stop. 		Expanding Musicality and Performance <ul style="list-style-type: none"> - Sing and drum at the same time. - Play in 2- or 3-part polyrhythms. - Memorise and repeat longer (4-bar) drumming patterns. - Experiment with crescendo and diminuendo. - Perform in an ensemble. 	

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Year 3	Singing	Dynamics:- Explore Italian musical terms (forte, piano) and apply in songs.	Performance:- Develop confidence in performing learned pieces.- Introduce audience awareness and stage presence.	Tempo:- Learn tempo terms (allegro, adagio, moderato).	Vocal Technique:- Learn key vocal terms (Vocal cords, Trachea, Epiglottis, Larynx).	Tonality:- Explore major/minor tonalities through call-and-response.	Curriculum Recap:- Perform in two-part harmony and refine skills.
	Drumming	Foundation in African Drumming <ul style="list-style-type: none"> - Introduction to the djembe and its cultural background. - How to sit and hold the drum correctly. - Play tone, bass, and flam strokes with a bouncing sound. - Keep a steady 4-beat pulse. - Contrast loud/soft dynamics. - Sing call-and-response songs while clapping or drumming. 		Developing Rhythm and Ensemble Skills <ul style="list-style-type: none"> - Play in time with a steady pulse. - Explore tempo changes (faster/slower). - Begin playing 2-bar ostinato patterns. - Improvise simple 4-beat rhythms. - Respond to djembefola signals to start and stop. 		Expanding Musicality and Performance <ul style="list-style-type: none"> - Sing and drum at the same time. - Play in 2- or 3-part polyrhythms. - Memorise and repeat longer (4-bar) drumming patterns. - Experiment with crescendo and diminuendo. - Perform in an ensemble. 	
Year 4	Singing	Dynamics:- Apply musical terminology in performance.	Performance:- Develop confidence in performing learned pieces.- Introduce audience awareness and stage presence.	Tempo:- Apply tempo markings in singing accurately.	Vocal Technique:- Understand vocal changes during growth and reinforce healthy vocal habits.	Tonality:- Recognise shifts in tonality within a piece.	Curriculum Recap:- Perform complex repertoire with expression.
	Violin	Introduction to Violin Playing <ul style="list-style-type: none"> - Holding the violin and bow correctly. - Plucking open strings. - Learning string names. - Playing simple rhythms. - Singing and playing short melodies. 		Developing Bow Control <ul style="list-style-type: none"> - Bowing open strings with a straight bow. - Transitioning smoothly between strings. - Recognising and clapping rhythms. - Playing short pieces in 3/4 and 4/4 metres. 		Expanding Technical Ability <ul style="list-style-type: none"> - Using fingers 1-3 on D and A strings. - Playing simple melodies from notation. - Singing and playing D major scale. - Developing coordination and confidence in improvisation. - Performing in a class ensemble. 	
Year 5	Singing	Dynamics:- Implement	Performance:- Develop confidence in performing	Tempo:- Accurately interpret and apply	Vocal Technique:- Sing confidently in	Tonality:- Develop awareness of atonal and tonal	Curriculum Recap:- Prepare performances for

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		advanced dynamics (ff, mf, mp, pp).	learned pieces.- Introduce audience awareness and stage presence.	tempo markings.	complex vocal textures.	music.	school and external events.
	Violin	Building Fluency and Dexterity <ul style="list-style-type: none"> - Playing G, D, and A major scales (one octave). - Recognising and playing dotted rhythms. - Improving bow control with slurred bowing. - Contrasting forte and piano dynamics. 		Developing Expressive Playing <ul style="list-style-type: none"> - Using lowered 2nd finger on A and E strings. - Playing G major scale (2 octaves), D and A major arpeggios (1 octave). - Playing longer pieces with slurred/separated bowings. - Recognising single quavers and rests. - Understanding tempo changes (ritardando, accelerando). 		Playing with Musicality <ul style="list-style-type: none"> - Playing E minor scale and arpeggio. - Understanding major and minor tonality. - Developing intonation and refining bowing techniques. - Sight-reading simple melodies. - Performing in a class ensemble. 	
Year6	Singing	Dynamics:- Master expressive use of dynamics.	Performance:- Develop confidence in performing learned pieces.- Introduce audience awareness and stage presence.	Tempo:- Accurately interpret tempo markings through singing and listening activities.	Vocal Technique:- Enhance ensemble skills and teamwork through tempo control.	Tonality:- Explore more complex tonal structures.	Curriculum Recap:- Prepare and refine performance repertoire for St Paul's Cathedral.
	Violin	Refining Technical Control <ul style="list-style-type: none"> - Playing G major arpeggio (2 octaves), D and A major scales (1 octave). - Developing bowing techniques (staccato, tremolo). - Playing with good intonation and phrasing. - Recognising major/minor differences in tonality. 		Enhancing Expression and Control <ul style="list-style-type: none"> - Playing E minor scale and arpeggio. - Controlling dynamics effectively (crescendo, diminuendo). - Playing pieces with refined bowing techniques. - Recognising and using expressive elements (dynamics, tempi, articulation). - Developing ensemble playing. 		Final Performance Preparation <ul style="list-style-type: none"> - Performing fluently and expressively. - Playing confidently in different tempi. - Responding to conductor cues. - Refining phrasing. - Preparing for a final concert performance. 	