

PRIMARY

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

Primary Curriculum Lead(s)		
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PRIMARY

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>I've got a grumpy face – Focus: timbre, beat, pitch contour</p> <p>The sorcerer's apprentice – Focus: timbre, pitch, tempo, beat</p>	<p>Witch, witch – Focus: call and response, pitch, timbre</p> <p>Row, row, row your boat – Beat, pitch, timbre</p>	<p>Bird spotting – Focus: active listening, beat, pitch, vocal play</p> <p>Shake my sillies out – Focus: timbre, pitch, tempo</p>	<p>Up and down – Focus: pitch contour, classical music</p> <p>Five fine bumble bees – Focus: timbre, tempo, structure, active listening</p>	<p>Down there under the sea – Focus: timbre, structure, active listening, stepwise movement, soundscape</p> <p>It's oh so quiet – Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments</p>	<p>Slap clap clap – Focus: music in 3-time, beat, composing and playing</p> <p>Bow, bow, bow Belinda – Focus: beat, active listening, instrumental accompaniment</p>
1	<p>Menu song – Focus: active listening, beat, echo singing, showing pitch moving, progression snapshot 1</p>	<p>Colonel Hathi's march – Focus: beat, march, timbre, film music</p> <p>Magical musical aquarium – Focus: timbre, pitch, structure, graphic symbols, classical music</p>	<p>Football – Focus: beat, patterns, do-re-mi (C-D-E) notes, progression snapshot 2</p>	<p>'Dawn' from Sea Interludes – Focus: beat, active listening, 20th century classical music</p> <p>Musical conversations – Focus: question and answer, timbre, graphic score</p>	<p>Dancing and drawing to Nautilus – Focus: active listening, musical signals, electronic music</p> <p>Cat and mouse – Focus: mood, tempo, dynamics, rhythm, timbre, dot notation</p>	<p>Come dance with me – Focus: call and response, echo singing, crotchet, quavers, rests, progression snapshot 3</p>
2	<p>Tony Chestnut – Focus: beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1</p>	<p>Carnival of the animals – Focus: timbre, tempo, dynamics, pitch, classical music</p> <p>Composing music inspired by birdsong – Focus: composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments</p>	<p>Grandma rap – Focus: duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2</p>	<p>Orawa – Focus: beat, rhythm, repetition, structure, 20th century classical music</p> <p>Trains – Focus: to create music inspired by train travel, dynamics and tempo</p>	<p>Swing-a-long with Shostakovich – Focus: 2- and 3-time, beat, beat groupings, 20th century classical music</p> <p>Charlie Chaplin – Focus: to create music to accompany a short film featuring Charlie Chaplin, pitch, duration, dynamics</p>	<p>Tańczymy labada – Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3</p>

3	<p>I've been to Harlem – Focus: pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1</p>	<p>Nao Chariya de/Mingulay boat song – Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4</p> <p>Sound symmetry – Focus: structure (symmetry and pattern in melody, ternary form), melody, accompaniment</p>	<p>Latin Dance – Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2</p>	<p>'March' from the Nutcracker – Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music</p> <p>From a railway carriage – Focus: structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music</p>	<p>Just three notes – Focus: pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation</p> <p>Samba with Sérgio – Focus: samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community</p>	<p>Fly with the stars – Focus: minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3</p>
4	<p>This little light of mine – Focus: pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1</p>	<p>The Pink Panther theme – Focus: timbre, tempo, rhythm, dynamics, atmosphere, music from a film.</p> <p>Composing with colour – Focus: creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score</p>	<p>The doot doot song – Focus: chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2</p>	<p>Fanfare for the common man – Focus: fanfare, timbre, dynamics, texture, silence</p> <p>Spain – Focus: create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas</p>	<p>Global pentatonics – Focus: pentatonic scale, different music traditions and cultures, graphic/dot notation</p> <p>The horse in motion – Focus: to create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics</p>	<p>Favourite song – Focus: triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3</p>
5	<p>What shall we do with the drunken sailor? – Focus: sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1</p>	<p>Why we sing – Focus: Gospel music, instruments, structure, texture, vocal decoration</p> <p>Introduction to songwriting – Focus: structure (verse/chorus), hook, lyric writing, melody</p>	<p>Madina tun nabi – Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2</p>	<p>Building a groove – Focus: beat, rhythm, basslines, riffs</p> <p>Época – Focus: texture, articulation, rhythm, tango.</p>	<p>Balinese gamelan – Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles)</p> <p>Composing in ternary form – Focus: structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music</p>	<p>Kisne banaaya – Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3</p>
6	<p>Hey, Mr Miller Focus: swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1</p>	<p>Shadows – Focus: artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul)</p> <p>Composing for protest! – Focus: to create music inspired by Ethel Smyth and a picture of the suffragettes,</p>	<p>Dona nobis pacem – Focus: texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2</p>	<p>You to me are everything – Focus: 1970s soul music, comparing cover versions</p> <p>Twinkle variations – Focus: to use Twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation</p>	<p>Race! – Focus: to create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p>Exploring identity through song – Focus: vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems</p>	<p>Ame sau vala tara bal – Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3</p>

		composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda				
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KEY STAGE 3

MUSIC	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	<p>Over the course of the year, students will cover the following schemes of work:</p> <p>Term 1 – September – December – Singing and the Elements (Heroes) This unit of work is a foundation unit for KS3 Music, where students review the elements (interrelated dimensions) both through aural analysis and singing in context.</p>	<p>Term 2- January – March – Rhythm and Pulse This unit of work builds on prior skill development, encouraging students to develop individual performance skills on a melody instrument – for some students, it may be their first opportunity to do this. Students will also create short composition ideas that can contribute to a wider performance, refining their ideas.</p> <p>Term 3 – April – July – Hooks and Riffs This unit explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos). The unit aims to combine the inter-related musical strands of Performing: Playing and Singing; Creating - Composing and Improvising and Critical Engagement: Listening and Appraising.</p>
	<p>Mid-Year Assessment: 60% - Holistic marking of practical work 40% - Written test</p>	<p>End of Year Assessment : 60% - Holistic marking of practical work 40% - Written test</p>
8	<p>Over the course of the year, students will cover the following schemes of work:</p> <p>Term 1 – September – December – Tonality and Structure This unit of work builds on prior instrumental skill development, encouraging students to refine and improve individual performances and compositions. Students learn and identify major, minor, chromatic and pentatonic scales, binary, ternary and variation form and performance directions.</p>	<p>Term 2- January – March – Rhythm and Pulse This unit of work builds on prior instrumental skill development, encouraging students to refine and improve ensemble performances. Students learn about major, minor chords and their construction, the primary chords, root position and inversion and harmonic rhythm. They build their security with rhythm, by ear and on the page with notation, both in standard and grid form, and through increased exposure to the rhythmic devices of syncopation, ‘swung’ rhythms, and riff. They also work with tab and treble clef pitched notation.</p> <p>Term 3 – April – July – Creative Musician This unit develops pupil’s understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres. The history, origins and development of the Blues and different types and styles of Jazz can be interspersed throughout the unit in as much depth as the teacher deems appropriate. Instruments, timbres, and sonorities used in Jazz and Blues are also explored and the different roles between Frontline and Rhythm Section instruments within Jazz and Swing/Big Bands.</p>
	<p>Mid-Year Assessment: 60% - Holistic marking of practical work 40% - Written test</p>	<p>End of Year Assessment : 60% - Holistic marking of practical work 40% - Written test</p>

9	<p>Over the course of the year, students will cover the following schemes of work:</p> <p>Term 1 – September – December – What makes a good song This unit uses a wide range of musical stimuli – popular songs from 1960s to 2020 – to introduce more complex musical content. It builds on prior learning, where students will have learnt about typical ensembles through playing and singing together. They will also be familiar with chords and melody. Over the scheme of learning, students will be introduced to and become familiar with typical song structures, chords and cadences, a variety of textures and intervals. They will also analyse song lyrics and rhythm, and review how hooks, riffs and motifs are used in songs. All of this helps them to prepare their own song analysis and plan their own cover version of an existing song.</p>	<p>Term 2- January – March – Film music This unit uses a wide range of musical stimuli – films and animation from the past 100 years – to explore the impact of musical devices and the inter-related dimensions of music. They are introduced to musical cliches, particularly those that are used in film and television. The lessons build on prior learning, where students will have learnt about instrumentation in years 7 and 8, tonality and melody in year 8, and intervals and harmony earlier in year 9.</p> <p>Term 3 – April – July – Terminal task – Film music Students finish the year working on a terminal task that brings all of their musical skills together, either rounding of their statutory musical education or preparing them to take their studies further. Students will create their own film composition to a set extract from a film.</p>
	<p>Mid-Year Assessment: 60% - Holistic marking of practical work 40% - Written test</p>	<p>End of Year Assessment: 60% - Holistic marking of practical work 40% - Written test</p>