



# NORTHSIDE Music Curriculum Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<b>Knowledge</b>						
	Explore the different sounds of instruments.  Listen to a variety of music.	Listen to different styles of music including <b>Latin, Bhangra, Folk, Blues, Funk, Baroque, Disco, Bossa Nova Latin, Big Band Jazz.</b>  Start to recognise musical terms; <b>pulse, rhythm, pitch and tempo</b>	Listen to different styles of music including <b>Samba, African, Classical.</b>  Begin to understand how musical elements create different moods, including <b>structure.</b>	Listen to music from different times and composers. Focus on <b>Reggae.</b>  Understanding of how musical elements are used to create an effect, including <b>dynamics.</b>	Listen to music from different times and composers. Focus on <b>British Pop/Rock, Gospel, ABBA</b>  Understand how different musical elements are used together and expressively, including <b>texture.</b>	Discuss different music styles, how music has changed over time, the purpose of the song and context within history. Focus on <b>Jazz, Rock, Ballads, Hip Hop</b>  Explain the musical elements including <b>timbre.</b>	Develop understanding of the history of music from different cultures, traditions and musicians - styles include: <b>Motown, Orchestral Film Music</b>  Be able to give examples of musical elements, and how music can reflect different meanings.
	<b>Skills</b>						
	Be able to show movement to different pieces of music, and start to copy actions.	Begin to recognise and identify some musical instruments.  Begin to talk about how music makes them feel or want to move.	Begin to recognise song structure and different instruments.  Describe how music makes them feel, responding to the mood of the song and changes in sound.	Identify basic styles and instruments played.  Start to use musical language when describing how music makes them feel and respecting others' ideas and feelings about music.	Start to respond to music in terms of its purpose and historical context.  Describe how sounds can be combined and used expressively, using musical vocabulary.	Listen to music with increasing concentration and deeper focus.  Describe and compare different styles of music, instruments and their sounds.	Describe, compare and evaluate different styles of music using a range of musical vocabulary.
Pulse, rhythm and pitch	<b>Knowledge</b>						
	Introduce terms pulse, rhythm and pitch.	Start to respond to terms pulse, rhythm and pitch.	Embed understanding of pulse, rhythm and pitch.	Describe how pulse, rhythm and pitch is used in songs.	Understand how these musical dimensions work together to create music.	Have a good understanding of how pulse, rhythm and pitch, dynamics and tempo work together.	Be able to explain to others how these dimensions work in music.
	<b>Skills</b>						
	Join in with dancing / action games.  Begin to move rhythmically  Tap out simple repeated rhythms.	Use movement to find the pulse.  Copy simple clapping rhythms.  Create own simple rhythms with support.  Pitch copy back	Find the pulse (with support if needed).  Copy and create own simple rhythms more confidently, with support if necessary.  Pitch copy back more accurately	Show how to find and internalise the pulse more confidently.	Find and internalise the pulse without support and stay in time.  Demonstrate a fast and slow pulse.  Clap/play simple rhythms/copy two note pitches and create own rhythms.	Start to use these musical dimensions together to create music.	Create and lead rhythms and pitches with confidence.  Show how pulse, rhythm and pitch, dynamics and tempo work together

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	<b>Knowledge</b>						
	Begin to build a repertoire of songs, mainly nursery rhymes.	Use voices in different ways, such as speaking, singing and chanting.  Start to understand the importance working together in a group.	Learn vocal warm ups to get a good quality sound.  Understand how to sing with good diction.	Know good singing posture, to help with voice projection  Develop ensemble singing and the confidence to sing alone.  Start to understand how to interpret a song.	Deepen understanding of why we warm up our voices, how to maintain good posture, breathing with our diaphragm.	Deepen understanding of the workings of an ensemble/choir, how everything fits together.	Know how to play part in a range of solo and ensemble contexts.  Deeper understanding of melody, words and their importance.
	<b>Skills</b>						
	Sing along to a few familiar songs, starting to pronounce words clearly.	Sing together with the group.  Be able to stop and start appropriately and follow the leader.  Start to identify repeated patterns and follow musical instructions.	Use voice expressively and creatively.  Warm up their voice and establish a good singing position.  Sing with a good sense of the pulse internally and try to sing together and in time with the group.  Follow a wider range of musical instructions.	Sing together and in time with the group.  Follow a leaders instructions e.g. to get louder, softer.  Sing in unison becoming aware of pitch.  To listen with attention and begin to recall sounds.	Understand how to interpret melody and words with expression.  Sing in tune within a limited pitch range.  Sing in unison maintaining the correct pitch.  Recall sound patterns with increasing accuracy.	Sing within an appropriate vocal range with clear diction. Sing with controlled pitch and sense of phrase.  Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.  Follow the leader and have a chance to be the leader.  Recall a range of sound patterns confidently.	Be able to interpret a song musically, with clear expression.  Understand the importance of tuning.  Sing together with confidence, with increasingly difficult melody and words  Follow a leader with confidence and ease, perhaps lead the group.
<b>Play an instrument</b>	<b>Knowledge</b>						
	Start to play different percussion instruments.	Treat instruments with respect and hold them correctly.	Start to understand how to set up classroom instruments  Start to learn note timings using mini beasts – worm, spider, caterpillar and snail.	Start to recognise and read notation – crotchet, quaver, semi-quaver, minim notes and rests.  Start to use notation to play xylophone/glockenspiel.	Develop fluency of reading musical notation.  Read notation to play more complex rhythms and different parts on xylophone.	Know how to use a variety of instruments, treat them with respect and use the correct techniques to play them.	Play musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.
	<b>Skills</b>						
	Start to make music and experiment on percussion instruments with different sounds.	Start to perform simple rhythmical patterns in a group.  Know how to stop/ start and respond to cues from the leader.  Play between one or two notes.	Play rhythmical patterns in a group, keeping a steady pulse.  Join in and stop as appropriate, more confidently.  Learn to play an instrument correctly.	Perform simple rhythmic parts with a small range of notes  Start to play and move between musical sections using notation  Play an instrument in a group with more knowledge and confidence.	Perform parts with an increasing number of notes, playing pieces in unison and in two parts.  Continue to play an instrument in a group with more ease.	Play and perform in solo and ensemble contexts with increasing accuracy and musical expression.  Choose parts according to ability and play them musically.	Play and perform with fluency, control and expression.  Demonstrate musical quality e.g. clear starts, ends of phrases, technical accuracy.

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

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<b>Improvise and Compose</b>	<b>Knowledge</b>						
	Understand that improvising is making something up e.g. a clapping rhythm.	To know about and experiment with sounds.  Know that improvisation is making up rhythms and sound patterns on the spot.	Repeat short rhythmic and melodic patterns.  Know that composition is creating simple rhythms and melodies that are recorded.	Create simple rhythmical patterns using a small range of notes.  Understand that composition is creating musical ideas that can be recorded using written notation.	Create simple rhythmical patterns using an increased number of notes.  Continue creating musical ideas within composition.	To create increasingly complicated rhythmic and melodic phrases within given structures.  Show understanding and use of dynamics, pitch and tempo.	To create increasingly complicated rhythmic and melodic phrases as part of a group performance.  Musically demonstrate an understanding and use of the musical elements.
<b>Improvise and Compose</b>	<b>Skills</b>						
	Sing to self. Makes up rhythms and simple songs.  Experiment with ways of changing songs.	Begin to explore and create very simple patterns and melodies.  Start to perform improvised rhythms and melodies.  Compose using one or two notes.  Record the composition as appropriate.	Create simple musical sounds and rhythmic patterns.  Perform improvised rhythms and melodies with confidence.  Compose using one, two or three notes.  Begin to identify a link between shape and pitch using graphic notations.	Create rhythmic patterns with voices and instruments.  Perform improvised rhythms and melodies with an understanding of the group.  Better recognise a link between shape and pitch using graphic or alternative notations.  Demonstrate understanding of dynamics, pitch and tempo.  Listen to each other's work and discuss constructively what they hear.	Create more complex rhythmic patterns and melodies.  Listen and copy musical ideas by ear (rhythmic or melodic).  Compose using two or three notes.  Notate music in different ways.	Create more complex melodies as part of a group and as a soloist.  Respect each other's musical ideas and efforts.  Demonstrate awareness of a link between shape and pitch using notations.  Evaluate the success of a musical creation and suggest improvements, based on intended outcomes.	Improvise using up to three or more notes with greater confidence.  Move beyond composing using two notes, increasing to three notes then five if appropriate.  Use voice, sounds, technology and instruments in creative ways.  Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation.
<b>Perform</b>	<b>Skills</b>						
	Perform as a group.	Perform together as a group.  Start to think about others while performing.	Perform with confidence, movement and expression.  Play instruments musically.  Think about others while performing.	Play instruments musically, creating and choosing sounds for special effect.  Be aware of others performing different parts while performing.	Understand how different parts within a performance fit together and maintain their own part.  Think about the audience when performing.	Play and perform in solo and ensemble contexts, singing and playing musical instruments with increasing confidence and accuracy.	Perform with increasing fluency, control and musical expression.

**UN Rights of a Child:**

**Articles 6-** Every child has the right to be alive, make sure that children survive and develop in the best possible way.

**Article 13-** Children have the right to share freely with others what they learn, think and feel, by talking, drawing and writing.

**Article 23-** Every child with a disability should enjoy the best possible life in society.

**Article 28-** Every child has the right to an education.

**Article 29-** Children's education should help them fully develop their personalities, talents and abilities

**Article 31-** Every child has the right to rest, relax, play and to take part in cultural and creative activities.