



St Mary Abbots Music Curriculum Overview 2023-2024



	Key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p><i>Start, stop, conductor, orchestra, loud, quiet slow, fast, high, low, speaking voice, singing voice, thinking voice, whispering voice, steady beat, sound, percussion instruments, perform, violin, double bass</i></p>	<p>Singing voice</p> <p>Using the voice creatively by singing various songs. Learning simple rhythms using body percussion.</p>	<p>It's Music Time!</p> <p>The children will learn simple welcome songs and have fun working as a class to create simple actions to accompany songs and nursery rhymes. Active listening activities are used throughout the term, matching movements to music.</p>	<p>Music and Movement</p> <p>Children will recognise musical patterns in songs and music. Every lesson has an active listening activity, providing the children with regular opportunities to experience music through movement.</p>	<p>I can play instruments!</p> <p>The children will explore the timbre of classroom percussion instruments using them to play accompaniment and rhythms. They will also begin to explore ways to change sounds (playing loud, quiet, fast and slow).</p>	<p>High and Low</p> <p>Children will be singing at different pitches and exploring descriptive sounds. They will be composing music inspired by transport and following pictures and symbols to guide singing and playing</p>	<p>Musical stories</p> <p>Introducing the concept of timbre, the children will tell stories using voices and instruments. Exploring how different sounds can represent characters and key events in a story. Musical storytelling is inspired by the natural environment and the children will learn about instruments made from wood.</p>



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1	<p><i>Steady beat, pulse, rhythm, four-beat pattern, long, short, tempo, speed, pitch, high, low, notate, graphic score, call and response, loud, quiet, timbre, vocal timbre, smooth, spiky, perform, audience, in time, body percussion, instruments of the orchestra, conductor, tuned, percussion</i></p>	<p>Musical features</p> <p>Playing untuned percussive instruments and learning about the following musical features: pulse, beat, rhythm and pitch.</p>	<p>Move to the beat. Exploring pulse & rhythm</p> <p>The children will learn to recognise and understand the difference between pulse and rhythm. They will explore percussion instruments and perform instrumental accompaniments.</p>	<p>Tempo</p> <p>Focusing on developing listening and appraising skills. Children will learn to recognise changes in tempo. They will use their bodies and instruments to respond to pieces of classical music that represent animals.</p>	<p>Sounds</p> <p>The children will explore vocal timbre and investigate how sounds can be changed. Creating a variety of different sounds by playing instruments in different ways; the children will use graphic notation to represent sound.</p>	<p>Pitch: High and Low</p> <p>The children will understand the concept of pitch, recognising when the pitch gets higher or lower. They will copy and create pitch patterns using two notes on tuned percussion instruments.</p>	<p>The Orchestra</p> <p>Learning about orchestral instruments and the percussion family. The children will learn to give musical instructions, taking the role of the conductor.</p>
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2	<p><i>Dynamics, volume, pulse, tempo, speed, rhythm</i></p> <p><i>crotchets, quavers, crotchet rest, stick notation, four-beat pattern, call and response, melody, body percussion, soundscape, pitch, scale, composer, graphic notation, instruments of the orchestra, timbre</i></p>	<p>Singing</p> <p>Children will sing a variety of songs to enable them to control their pitch and accuracy in singing.</p>	<p>Pulse and rhythmic patterns</p> <p>This term develops children's understanding of pulse and rhythm. The children will explore and investigate different ways to play rhythms, varying instrumental timbre and dynamics. They will learn to create simple four-beat rhythms and represent these using graphic notations such as Rhythm Chairs.</p>	<p>Songs and rhythm</p> <p>The children will revisit four-beat rhythms and identify the rhythmic patterns in well-known songs. The children will learn to play a simple accompaniment to a song.</p>	<p>The Planets</p> <p>Developing listening and appraising skills, the children will listen to The Planets by Gustav Holst and identify the instruments of the orchestra. They will create a soundscape inspired by space.</p>	<p>Pitch and melody</p> <p>The children will be exploring pitch and melody. They will listen to a wide variety of instruments and learn to describe their pitch and timbre. They will develop their pitch-matching skills and play simple melodies using xylophones.</p>	<p>Melodies</p> <p>The children will follow music notation to play melodies. They will play melodies using xylophones. Children will identify, by ear, the steps, leaps, and repeated notes in a melody. They will also compose and notate their own melody pattern.</p>
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3	<p><i>Pulse, rhythm, Call and response, improvise Unison, Dynamics, forte, piano, tuned percussion, untuned percussion, staff notation, dot notation, pitch, solo, composer, ostinato, in time, crotchet, minim, quaver, rest, notation, note, value, clef, stick notation</i></p>	<p>Ensemble</p> <p>Performing in ensemble context. Children will be using their voices along with tuned and untuned percussive instruments with increasing accuracy, fluency and expression.</p>	<p>How does the rhythm go?</p> <p>The children will be exploring rhythmic patterns. They will learn to identify rhythms and play them using body percussion and untuned percussion instruments. They will explore call-and-response techniques used in a range of songs and have fun creating their own call-and-response phrase. The children will develop their ensemble skills, learning to perform simple rhythmic ostinatos to accompany a song. They will move onto composing and notating simple rhythmic patterns using different forms of notation.</p>	<p>The recorder: Basics</p> <p>The children will be learning how to play the recorder. They will develop basic technique: holding and blowing the recorder correctly.</p>	<p>The Recorder: Representing pitch</p> <p>Continue to develop basic technique and posture on the recorder. The children will be singing and playing pieces by ear and from notation.</p>	<p>The Recorder: Melodies</p> <p>The children will play a variety of pitches with increasing confidence as part of an ensemble. They will improvise short rhythmic and melodic patterns.</p>	<p>The Recorder Notation</p> <p>Developing instrumental skills, playing pieces using an increasing number of pitches and improving tone. Children will read notation with greater fluency. They will combine rhythmic and melodic ideas to compose music.</p>
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4	<p><i>Pulse, rhythm, dynamics, getting louder (crescendo) getting softer (diminuendo), rounds, partner songs, time signatures, layers, texture, structure, major, minor, chord, solo, structure, tempo, getting faster, getting slower, smooth, pentatonic, staff notation, lyrics, conductor, brass, woodwind, string, percussion, staccato, legato, timbre</i></p>	<p>Songs in unison</p> <p>Children will learn singing various songs in unison (within an octave range) with accuracy, dynamics, tempo changes and overall expression.</p>	<p>Pentatonic melodies</p> <p>This unit is about jazz music. The children will find out about influential jazz musicians. They will identify how melodies can be organised in different ways, exploring the structure of The Entertainer by Scott Joplin. The children will play 'Oh when the saints go marching in' on the xylophone (pentatonic scale) and will develop their composition and improvisation skills as they learn to create simple melodies using a given range of five notes.</p>	<p>Melodies and composition - Chinese New Year</p> <p>Using the story of Chinese New Year as a stimulus: revising key terminology, playing and creating pentatonic melodies using xylophones, The children will compose a Dragon Song using layered melodies. They will notate melodies using staff and letter notation.</p>	<p>West African music</p> <p>Learning Funga Alafia, a welcome song from West Africa, children will revisit call and response songs.</p> <p>This unit continues to build up a class ensemble; reading music notation, singing and playing percussion.</p>	<p>Contrasts</p> <p>The children will learn how instruments can be grouped and classified in different ways.</p> <p>They will listen to orchestral music and recognise families of instruments. They will explore contrasts when singing and playing and begin to recognise major and minor chords through listening games.</p>	<p>Songwriting</p> <p>The children will learn rounds and two-part harmony songs. Identifying how layers of melody can be combined to create a polyphonic texture.</p> <p>They will explore the songwriting process and write their own song.</p>
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5	<p><i>Call and response, pulse, rhythm, crotchet, quaver, rest, minim, verse, chorus, structure, improvise, ostinato, time signature, scale, major, minor, texture harmony, melody, canon, stave, staff, clef, dynamics, forte, piano, crescendo, diminuendo, tempo, structure, chord, ensemble</i></p>	<p>Singing in canon</p> <p>Children will sing simple melodies, short canons (rounds) and songs with a solo, a verse and a chorus They will also sing in two-part harmony</p>	<p>Developing singing technique</p> <p>The children will sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Singing with a good awareness of pitch and developing listening skills when performing as a group. The term will end with a performance opportunity.</p>	<p>Jazz</p> <p>Singing a two-part harmony jazz song Exploring the key features of jazz music and learning an instrumental jazz tune. Children will develop their improvisation skills.</p>	<p>Samba</p> <p>Introducing Samba and traditional sounds and instruments. The children will explore rhythm layers and develop their understanding of rhythm and rhythmic notation.</p>	<p>Exploring melody and harmony</p> <p>Children will be learning notes of the major scale and how to play melodies. They will follow staff notation and explore how layers of melody can be combined.</p>	<p>Let's play! Ukulele</p> <p>The children will learn two basic chords, regular strumming and playing accompaniment for various songs.</p>
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6	<i>Time signature, 3/4 time, 4/4 time, syncopated rhythm, bar, canon, interval, scale, inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and notation</i>	Singing and Performing Children will learn singing more complex songs and hymns suitable for school assemblies and performances.	Exploring rhythmic Layers The children will develop their understanding of rhythm and rhythmic notation. They will explore time signatures, three and four beats in a bar. Ensemble playing is a key focus and will rehearse and perform a well-known Christmas Carol.	Film Music Exploring and identifying the characteristics of film music, children will appraise the work of Hans Zimmer. They will create a composition and a graphic score to perform alongside a film.	How can technology be used to make music? Children will organise, manipulate and combine sounds using music technology.	Let's play! Ukulele The children will learn four basic chords, regular strumming and will play accompaniment for various songs.	Song ingredients The children will revisit and develop their knowledge of the interrelated dimensions of music and learn how composers use these ingredients to communicate the message of a song.
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