



East Midlands Academy Trust Music Curriculum Overview



Why Teach Music?

As a universal language, music embodies a completely inclusive environment. This enables all our pupils to express their creativity and imagination, whilst exploring a variety of genres and instruments through the three main pillars of musicianship: Technical, Expressive and Constructive. To enable pupils to access music within both the national curriculum and the wider world context, they will engage with listening and appraising, composing, performing and music technology across a variety of settings.

Through meaningful structured discussion, collaborative and independent exploration of sound and technique pupils will:

- build their self-confidence, self-expression and rehearsal etiquette
- learn to justify their own thoughts and feelings about musical intention using appropriate musical vocabulary
- use their own learning to feedback to peers about each other's performances and compositions as well as evaluate their own work
- study a broad variety of music from different countries, cultures and traditions
- develop a critical ear along with an empathy, understanding and respect for a musical genre's origins then be able incorporate this into their own compositions and performances.
- develop individual passions and inquisitiveness in an artistic way whilst continuously developing the core musical principals of listening and appraising, composing and performance both as a soloist or a member of an ensemble.

Through EYFS and Key Stage 1 Pupils will focus on exploring the core musical elements through listening, composition and performance whilst learning how these can be used to communicate a sense of mood, feeling or story. Pupils will use pictures and symbols to share their own ideas.


In Key Stage 2 Pupils will engage with the musical elements by performing in a variety of contexts with increased musicality. They will compose with an understanding of balance and structure and use appropriate vocabulary to listen critically to a wide array of musical genres. Pupils will also use basic written notation and music technology to communicate their ideas


Music Curriculum Big Ideas


The 6 Elements of Music

Musicianship		
Rhythm	Melody	Harmony
Structure	Texture	Instrumentation

These will be explored through the methods below to really embed and develop learner's musicianship:

 Composing	Improvise and Generate Ideas
	Develop Ideas
	Balance and Cohesion

 Performing	Technical Skills
	Ensemble Skills
	Expression and Interpretation

 Listening and Appraising	Listening and Analysing
	Evaluating and Justifying
	Aural Development

Music Curriculum Progression: As the Big Ideas return, throughout their time in the academy, learner's will extend both their technical skills and theoretical knowledge across a variety of cultures, genres and contexts. They will be able to access it aurally, through standardised notation/music theory, a variety of musical instruments and music technology. This will be underpinned by the concept of musicianship being explored in all music lessons enabling learners to become well-rounded musicians, technically proficient and able to engage with music meaningfully both within and beyond the academy. Learners will then apply and be assessed through the 3 strands composing, performing in ensemble and as a soloist, listening and analysing.

	Key Knowledge in the Curriculum	EYFS and Key Stage 1	Key Stage 2
Rhythm	Duration, Time Signature	Pulse, Crotchet, Quaver, 4-beat	Minim, Semibreve, and equivalent rests, 2/3 or 4 time, Simple time, compound time
Melody	Pitch, Notation, Intervals	High, Low, Step, Leap	Pentatonic, Ascending, Descending,
Harmony	Tonality, Chord sequence	Happy, Sad	Chord, Major, Minor, Dissonance, Consonance
Structure	Form, Phrase, Repetition, Variation, Development	Question and Answer, Ostinato	Call and response, Repetition, Sequence, Riff, Verse and chorus
Texture	Melodic line, Accompaniment	Unison, Solo, Round	Drone, Accompaniment, Canon
Instrumentation	Instrumental families, Genre, Technique	Classroom Percussion, tuned, untuned	String, Brass, Woodwind, some world instruments, Rhythm Section
Musicianship	Dynamics, Tempo, Articulation, Timbre	Loud, Quiet, Fast, Slow, Smooth, detached	Italian terms for some dynamics, tempo and staccato, legato



East Midlands Academy Trust Curriculum Topic Overview (Charanga)



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Me!	Hey You!	Hands, Feet, Heart	Let your Spirit Fly	Mamma Mia	Livin' on a Prayer	Happy
					Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.		
Autumn 2	My Stories	Rhythm In The Way We Walk and Banana Rap	Ho Ho Ho	Glockenspiel Stage 1	Glockenspiel Stage 2	Classroom Jazz 1	Classroom Jazz 2
					Learning basic instrumental skills by playing tunes in varying styles		
Spring 1	Everyone!	In the Groove	I Wanna Play in a Band	Three little Birds	Stop!	Make you Feel my Love	A New Year Carol
					Composition, Bullying.		
Spring 2	Our World	Round and Round	Zootime	The Dragon Song	Lean on Me	The Fresh Prince of Bel-Air	You've got a Friend
					Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.		
Summer 1	Big Bear Funk	Your Imagination	Friendship Song	Bringing us Together	Blackbird	Dancing in the Stree	Music and Me
Summer 2	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay
					Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.		



East Midlands Academy Trust

Substantive Curriculum Content Overview (Aspirational)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	I am a Musician C: Show the changes in the music using the body P: Copy short sounds and phrases with voice and body R: Relate high and low to pitch, fast and slow to tempo and loud and quiet to dynamics	Follow the leader C: Show the changes in pitch and whether it moves by step and leap with the body P: Perform rounds and partner songs with confidence, expression and control R: Identify and follow the melodic line in graphic score	Dynamics and Graphic Score C: Use dynamics to add interest to class performances of songs and chants P: Perform as a class songs and chants with increasing complexity and musicality R: Use the appropriate Italian terms and symbols for dynamics	Tempo and Time Signatures C: Select and organise rhythms to complete bars P: Perform rhythms in time, with musicality and different time signatures R: Use the appropriate Italian terms and symbols for dynamics	Melodies with Musicality C: Use graphic score and written notation to communicate 3-note melodic ideas P: Use tuned percussion and voice to improvise short melodic riffs R: Use appropriate terminology and symbols to describe articulation	1960's Pop C: Compose a suitable melodic hook to suit a 1960's pop song P: Perform a 1960's pop song with multiple parts with a sense of style and musicality R: Notate their composition ideas on the staff
	Musicianship	Texture Melody	Musicianship	Rhythm Musicianship	Melody Musicianship	Melody Structure Musicianship
Autumn 2	Nativity Learn the chorus and the refrains to songs from the nativity Develop a safe and secure posture and sound when singing	Nativity Learn the full songs for the nativity Perform the songs with attention to detail with the phrasing, articulation and dynamics to tell the story	What is Accompaniment Use tuned percussion and singing to explore how layers of music fit together (melody and accompaniment) exploring how tuned percussion can create either part	Composing Romantic Music Listen to a variety of music from 1820-1900 focussing on how the music tells the story Use musical elements including pitch, rhythm and texture to tell a story to moving image and text	Performing Music from the Movies Listen to a variety of different genres of movie soundtracks and discuss the harmony, instruments and techniques they use. Perform movie themes in multiple parts as a class	Festive Class Song Listen to a variety of different festive music and pick out musical similarities and structure features Create a festive class song with lyrics, melody and instrumental parts
	Melody	Melody Musicianship	Melody Texture	Melody Rhythm Texture	Harmony Instrumentation Texture	Melody Structure Rhythm
Spring 1	The Seasons Using Vivaldi's "Four Seasons" and graphic score identify how pitch, tempo and dynamics combine to create musical pictures Use body percussion and voices to recreate seasons and scenes	Conducting C: Find the pulse of a variety of styles of music P: Conduct in 2, 3 and 4 R: Describe whether the tempo is fast or slow	Chords and Basslines Use tuned percussion to learn chord sequences and bass lines Learn why some notes work well together and some notes don't Identify whether music is major or minor	Improvising in Style C: Use tuned percussion and given notes to improvise in a manner that is appropriate to the style P: Perform with musicality and emphasis that is suitable to the style R: Discuss how the instruments and rhythms are used to create a variety of styles	Gospel Music C: Add an effective rhythm and body percussion to 2+ part vocal performance P: Perform 2+ part song with a sense of style and musicality R: Discuss how the voices are used in a variety of Gospel music	Latin Rhythms C: Create own improvised rhythms inspired by the music listened to P: Perform with a sense of style and musicality R: Identify key instruments used in the genres listened to
	Musicianship Melody	Rhythm Musicianship	Harmony	Rhythm Structure	Melody Harmony Texture	Rhythm Texture Instrumentation
Spring 2	The Seasons C: Identify the 4 families of the orchestra and recreate their sounds vocally P: Use tuned percussion, body percussion and voices to represent the seasons R: Sort instruments into size order relating size of instrument to pitch	Rhythmic Accompaniment Using un-tuned percussion perform from simple rhythm notation and explore how the different sounds can work together to add effects to different styles	Compose Your Own Chord Sequence C: Put chords with a rhythm in an order as a group P: Play your chord sequences in time as an ensemble R: Using notation, identify repetition	Composing Classical Music Listen to a variety of music from 1750-1820 focussing on the describing the melodic shape and recognising repetition Creating their own melodies to recreate the shapes of what they hear	Performing Chords Listen to a variety of folk songs with a specific focus on how the chords are used to accompany the melody Perform chords in a variety of time signatures	Developing a Melody Explore how you can develop and change a melodic idea Use the correct tempo, dynamic and expression markings when writing it down
	Melody Instrumentation	Rhythm Instrumentation	Harmony Rhythm Structure	Melody Structure	Harmony Structure	Melody Rhythm Musicianship
Summer 1	Carnival of the Animals Using Saint-Saëns "Carnival of the Animals" continue to identify tempo, pitch and instruments and how they can be used to represent animals On untuned percussion-copy rhythms using standard rhythm notation for crotchet, quaver, and crotchet rests	Creating rhythmic phrases C: Use questions and answers to create rhythmic phrases using the notation learned P: Perform rhythms on untuned percussion from notation in time with accuracy R: Identify the tempo of the music	I Can Clap That Using rhythm notation including minims and semibreves perform a large variety of rhythms in different styles and tempos with increasing confidence Introduced to the treble clef notation and the concept of adding pitch to rhythm to create melody	Writing Our Feelings in Song Listen to a variety of genres of music with lyrics about feelings Create own lyrics and melodies to go with a chord sequence looking how tempo, chord and articulation can change the feeling of the song	Pentatonic Composition C: Use staff notation to communicate own pentatonic composition P: Perform own pentatonic phrase with rhythm and melodic shape R: Describe how the notes used in a piece of music effect the feel of it	4-Chord Song C: Create lyrics and melody to go with a "common" pop sequence P: Perform the 4-chord sequence to accompany lyrics and melody R: Describe how the accompaniment changes the mood and feeling of the song
	Musicianship Rhythm	Rhythm Structure	Rhythm Melody	Harmony Structure Melody	Harmony Structure Melody	Harmony Melody Structure
Summer 2	Carnival of the Animals C: Create rhythms with animal words and explore layering them for different effects P: Sing and play an untuned percussion rhythm at the same time R: Identify aurally which family of instruments a sound comes from	Fanfare Use tuned percussion to order high, medium and low-pitched notes to rhythm to create a fanfare and create graphic score Listen to a variety of fanfares and discuss main features	Performing Classical Music C: Learn where notes C-G are on the staff, learn the correct names for note values P: Perform pieces using up to 5 notes on the glockenspiel R: Listen to a variety of music from 1750-1820, identifying pitch shape and how it fits with the accompaniment	Music for Celebration C: Create music that celebrates the people in the classroom P: Perform music with multiple parts, instrumental, percussion and/or vocal R: Discuss how rhythm and instruments are used in a variety of different celebration music focussing on representing the personalities in the class	Compose a Call and Response Song Through listening to lots of different styles of music, pick out the call and response phrases in rhythm and pitch Create and lead own melodic call and response phrases to a backing track	Music for Impact Listen to a variety of musical genres and describe how all the elements work together to make the listener feel something Perform with confidence, accuracy and expression to convey the meaning of the music
	Rhythm Instrumentation Texture	Rhythm Melody Structure	Melody Rhythm Harmony Texture	Melody Instrumentation Rhythm	Structure Rhythm Melody	