



**Music Curriculum:**

Years 1 – 6: Music Express

	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
Reception	<p><b>Being imaginative and expressive</b> Making family trees move to and talk about music, expressing their feelings and responses.</p>	<p><b>Being imaginative and expressive</b> Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Being imaginative and expressive</b> Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Being imaginative and expressive</b> Watch and talk about dance and performing art, expressing their feelings and responses. Create our own performance art.</p>	<p><b>Being imaginative and expressive</b> Acting out life in the oceans.</p>	<p><b>ELG Being imaginative and expressive</b> Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>



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Year 1	<p><b>Ourselves</b> The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story. Glad To Be Me – a happy song Using parts of the body to make sounds</p> <p><b>Our School</b> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p>	<p><b>Animals</b> The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p><b>Storytime</b> The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p>	<p><b>Weather</b> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p><b>Pattern</b> The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p><b>Machines</b> The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p><b>Our Bodies</b> The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p><b>Number</b> The children develop a sense of steady beat through using movement, body percussion and instruments.</p> <p><b>Travel</b> The children develop their performance skills and learn songs about travel and transport from around the world.</p>	<p><b>Seasons</b> The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p><b>Water</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>

PARISH OF THE ASCENSION, HULME



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Year 2	<p><b>Ourselves</b> The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p><b>Animals</b> The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p>	<p><b>Water</b> The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p><b>Weather</b> The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p>	<p><b>Our Bodies</b> The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <p><b>Travel</b> The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>	<p><b>Toys</b> The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p> <p><b>Storytime</b> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p>	<p><b>Patterns</b> Using simple notations, the children play, create and combine mini-beat rhythms using body percussion and instruments.</p> <p><b>Number</b> The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p>	<p><b>Seasons</b> The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p><b>Our Land</b> The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p>



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Year 3	<p><b>Human Body</b> Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.</p> <p><b>Environment</b> The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p>	<p><b>Communication</b> The children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p> <p><b>Singing French</b> Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p><b>Building</b> The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.</p> <p><b>Sounds</b> How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p>	<p><b>Time</b> The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p> <p><b>In The Past</b> The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.</p>	<p><b>Food and Drink</b> A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!</p> <p><b>Poetry</b> Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.</p>	<p><b>China</b> The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p> <p><b>Ancient Worlds</b> Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinato.</p>

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Year 4	<p><b>Communication</b> Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!</p> <p><b>Environment</b> Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history</p>	<p><b>Sounds</b> After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs and perform a jazzy round.</p> <p><b>Building</b> Building-themed songs allow the children to explore how music can be structured to provide different textures. The use layers and rondo structure to combine ostinato played on body percussion and tuned instruments.</p>	<p><b>Time</b> Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell pattern, listen to an orchestral clock piece, and create their own descriptive music.</p> <p><b>Poetry</b> The children develop performances of continuing poems. They use their voices to speak expressively and rhythmically and discover ways to create ostinato accompaniments to enhance their performance.</p>	<p><b>In the Past</b> The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner’s Bridal march and dance the mashed potato!</p> <p><b>Ancient Worlds</b> The children celebrate achievements of the ‘Amazing Egyptians’ and explore 20<sup>th</sup> century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p>	<p><b>Food and Drink</b> The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizza before celebrating in a song performance.</p> <p><b>Singing Spanish</b> A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs.</p>	<p><b>Recycling</b> The children make their own instruments from junk and use them to improve, compose and play junk jazz music in a variety of different musical styles.</p> <p><b>Around the World</b> The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>

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Year 5	<p><b>Keeping Healthy</b> From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p><b>Celebration</b> A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>	<p><b>Our Community</b> The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present</p>	<p><b>Solar System</b> Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p><b>Life Cycles</b> Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p><b>At The Movies</b> Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>
Year 6	<p><b>World Unite</b> Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</p>	<p><b>Roots</b> Complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.</p>	<p><b>Growth</b> 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p>	<p><b>Journeys</b> The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</p>	<p><b>Class Awards</b> An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	<p><b>Moving On</b> Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p>