

King's Wood School Music Curriculum Overview:

Curriculum model:

The basic curriculum model makes use of school resources and planning, peripatetic lessons and workshops and resources from the Charanga Music scheme. The units are progressive, building on prior units to ensure skills progression. In line with the rest of the school curriculum, music is taught through distinct spirals relating to the main concepts identified in the National Curriculum:

1. Singing, including school productions (ALL)
2. Musical Instruments; playing, singing and performing (ALL)
3. Improvisation and Composition with song and with instruments (Y2-6)
4. Music through the Ages and Traditions (ALL) (assemblies and class based)

Interwoven through the spirals are the interrelated dimensions of music; these are specifically and deliberately planned within the spirals to build progressively and to enable children to relate the vocabulary and concepts to their listening, playing and composition experiences. There are also opportunities in Year 6 to use technology to support with composition and notation.

Enrichment:

- EYFS and Y1 have a day of African Drum workshops
- Year 2 have a half term of violin from the Chiltern Music Academy ("Sing and String")
- Years 3 & 5 have a day of Steel Pan workshops
- Year 4 have a day of The Utterly Butterly Ukulele Project ("TUBUP")
- Year 6 visit to All Saints Marlow to learn about the pipe organ
- KS1 Choir
- KS2 choir, including performance with Young Voices (LV & LR)
- KS2 Woodwind ensemble / teaching Nuvo Dood / TooT / Recorder (LV)
- School heavily subsidises peripatetic lessons for violin, piano and guitar (through the Bucks Music Service) and rock band instruments (through Rock Steady). Instruments are provided either by the school or by the service.
- All children in Year 5 are provided with their own recorder
- Year Group performances / concert etc.
- Music week

Term by term map of the curriculum:

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Singing	Production	Singing	Playing and performing	Singing	Music through the Ages
Y1	Singing	Production	Singing	Playing and performing	Singing	Music through the Ages
Y2	Singing	Production	Playing and performing		Impro & Comp	Music through the Ages
Y3	Production	Singing	Playing and performing		Impro & Comp	Music through the Ages
Y4	Singing	Playing and performing		Production	Impro & Comp	Music through the Ages
Y5	Singing	Production	Playing and performing		Impro & Comp	Music through the Ages
Y6	Singing	Playing and performing		Impro & Comp	Production	Music through the Ages

The content of these units is outlined in detail in each of the Year Group plans

SPIRAL 1: Singing

Year	Focus	Objectives	Key vocab	
EYFS	Nursery Rhymes	<ul style="list-style-type: none"> Sing together Identify a pulse (beat) to do actions to or clap to Be able to change dynamics – e.g. sing loudly, sing softly, get louder 	Tune Beat Loud	Soft Louder Softer
Y1	Songs for dancing: - Disco - Bossa Nova - Hip Hop	<ul style="list-style-type: none"> Sing together Identify a pulse (beat) to do actions to or clap to Identify rhythm of melody and copy them (clapping, percussion) Be able to change dynamics – e.g. sing loudly, sing softly, get louder Perform a song Express a preference for the three styles of music – disco, bossa nova, hip hop and say why. 	Beat Soft Loud Rhythm	Louder Softer Fast Slow
Y2	Rock Music	<ul style="list-style-type: none"> Sing together Sing a tune Sing in the style of rock Identify some features of rock music Express a preference for music and explain why Perform a song 	Loud Harsh / rough Electric guitar Drums	
Y3	Reggae	<ul style="list-style-type: none"> Identify features of Reggae Music Identify the pulse and the 'offbeat' Sing the tune accurately and in time including the syncopated rhythm Sing in appropriate style (this doesn't mean imitation of accent) including shorter notes at the end of phrases. 	Reggae Pulse Rhythm Offbeat (Syncopation)	
Y4	Motown	<ul style="list-style-type: none"> Identify features of Motown Identify the pulse and the 'offbeat' Sing the tune accurately and in time including the syncopated rhythm Sing in appropriate style including holding notes at the end of phrases. 	Motown Pulse Rhythm Offbeat	Syncopation Structure Duration (of notes)
Y5	Pop: Abba	<ul style="list-style-type: none"> Identify features of Abba songs Sing the tune accurately and in time including the syncopated rhythm Sing in appropriate style including holding notes at the end of phrases. 	Pop Structure Tempo Solo	Harmony Duet Hook Riff
Y6	Pop: Beatles	<ul style="list-style-type: none"> Recognise the diverse styles of the Beatles' music; identify features which are similar and different in their songs. Consider how the meaning of a song is reflected in the music and the performance Sing the tune accurately and in time including syncopated rhythms. Sing in appropriate style including holding notes at the end of phrases and changing dynamics. 	Structure Tempo Dynamics Solo	Harmony Duration Chromatic

SPIRAL 2: Playing and Performing

Year	Focus	Objectives	Key vocab	
EYFS	Body percussion & homemade percussion	<ul style="list-style-type: none"> • Listening • Identifying the beat in a piece of music • Playing an instrument • Playing a beat • Performing as a group • Improvisation 	Beat Fast Slow Loud Soft	
Y1	Untuned percussion, Djembe	<ul style="list-style-type: none"> • Listening • Understanding what percussion instruments are • Identifying percussion instruments • Identifying the pulse in a piece of music • Playing an instrument • Playing a beat • Copying a rhythm • Improvisation 	Pulse Rhythm Percussion Fast Slow Loud Soft	
Y2	Orchestral Strings Violins	<ul style="list-style-type: none"> • Holding a violin and bow correctly • Producing a steady sound on open strings with a bow • Produce a pizzicato sound on open strings • Follow notation with letters to play a simple melody • Performing in a group • Listen to a range of performances involving stringed instruments • Describing the timbre of stringed instruments played in different ways 	Strings Violin Viola Cello Double-Bass Harp Timbre	
Y3	Tuned percussion Steel Pan Xylophone	<ul style="list-style-type: none"> • Listen to a range of performances involving tuned percussion • Describing the timbre of tuned percussion instruments • Playing an instrument • Read and play crotchets and rests using learned notes • Performing in a group 	Steel pan Xylophone Glockenspiel Gamelan Timpani Timbre Stave	Treble Clef Pulse Time Signature Bar Crotchet Rest

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Year	Focus	Objectives	Key vocab	
Y4	Guitar family Ukulele	<ul style="list-style-type: none"> • Listen to a range of performances involving guitar family instruments • Describing the timbre of these instruments • Evaluating the different sounds and expressing their preference • Playing an instrument • Read, play and sing crotchets and rests using learned notes / chords • Performing in a group 	Acoustic guitar Banjo Ukulele Sitar Electric guitar Imitation Melody Accompaniment Classical Bluegrass	Hawaiian Indian Rock Chord Pulse Time signature Bar Crotchet Rest
Y5	Wind: wood- wind & brass Recorder	<ul style="list-style-type: none"> • Know the difference between woodwind and brass • Identify different wind instruments • Listen to a range of performances involving wind instruments • Understand the ways in which sound is created in these instruments • Understand how pitch is changed in these instruments • Describing the timbre of these instruments • Evaluating the different sounds and expressing their preference • Playing an instrument • Read and play crotchets, minims and rests • Performing in a group 	Woodwind Brass Flute Clarinet Oboe Bassoon Trumpet French horn Trombone Tuba Mouthpiece Reed	Soundwave Vibration Slide Valve Timbre Pulse Time signature Bar Crotchet Minim Rest
Y6	Keyboard instruments Mini keyboards	<ul style="list-style-type: none"> • Know the names of different keyboard instruments and identify them by sight and sound • Listen to a range of performances involving keyboard instruments • Understand the ways in which sound is created in these instruments • Describing the timbre of these instruments and why they suit different styles of music • Evaluating the different sounds and expressing their preference • Playing an instrument • Read, play and sing crotchets, quavers, minims and rests at 2/3 different pitches • Performing in a group 	Organ Harpsichord Celesta Piano Synthesizer Key Pedalboard Pipes Manual Jack Hammer	Strings Timbre Staff Treble Clef Time signature Tempo Pulse Crotchet Quaver Minim Rest

SPIRAL 3: Improvisation and Composition

- *For EYFS and Y1, Improvisation is built into the other units taught as part of the Music curriculum*

Year	Focus	Curriculum objectives	Key vocab	
Y2	Soundscape	<ul style="list-style-type: none"> • Experiment and improvise to create a piece of music • Select instruments for effect • Experiment with different musical textures, tempo and dynamics • Compose music which tells a narrative • Perform music 	Percussion Compose Fast Slow (Tempo)	Loud Soft (Dynamics)
Y3	Compose a Hip Hop track.	<ul style="list-style-type: none"> • Arrange & mix a composition, • Balance sound, • Create drum beats and basslines, • Select notes to build chords, • Experiment with sounds 	Bass Beats Bars Chord Key	
Y4	Compose a Grime track.	<ul style="list-style-type: none"> • Arrange & mix a composition, • Balance sound, • Create drum beats and basslines, • Select notes to build chords, • Experiment with sounds • Experiment with articulation (staccato / legato) • Use sound effects 	Bass Beats Bars Chord Key	Staccato Legato Equalising Reverb
Y5	Compose a Story track	<ul style="list-style-type: none"> • Learn the purpose of a synthesizer • Consider how effects can be translated into sound (fear / spooky) by discussing timbre (type of sound) • Choose appropriate sounds / instruments for the effect • Understand some differences between major and minor keys • Experiment with note durations 	Synthesizer Timbre Key Major Minor Duration	
Y6	Composition using the Ground Bass of Pachelbel's Canon	<ul style="list-style-type: none"> • Recognise how music can be performed in round / canon to create chords and harmonies • Sing songs in round form • Recognise and play the ground bass and the first melodic lines of Canon • Read the musical notation for the ground bass and first melodic lines • Recognise features of Canon played in different variations, including pop and rock music • Compose a simple melody to be played over the ground bass using music technology 	Round Polyphonic Counterpoint Chord Harmonies Ground Bass Ostinato Variation Note names	Sharps (#) Minim Crotchet Quaver Bar & Bar line Stave Treble clef Time signature Key signature

SPIRAL 4a: Music through the Ages and Traditions – KS2 Assemblies

- *KS1 assemblies will be delivered by the KS1 team, overseen by KS1 AHT*

Rotation 1: The Orchestra - Objectives:

- To understand the families of instruments which comprise the orchestra, and how the sound and mood of music is changed by the instruments
- To understand how music can create images, ideas and stories
- To watch high quality performances and observe how the conductor keeps the orchestra together
- To know some of the key features of Baroque, Classical and Romantic music, and to be able to identify which period a piece of music belongs to

Autumn 1: Music to tell a story	Autumn 2 & Spring 1:	Spring 2: TV and Film Themes	Theatre and the Orchestra	Summer 2: Song Performances
Holst: Mars – The Bringer of War	Choir rehearsals & Performance	Dr Who Theme (original and 2010 orchestral – BBC Proms performance)	Tchaikovsky – Dance of the Sugar Plum Fairy	Year Group performances of the songs learned during the year.
Copeland: Hoedown – The Rodeo Suite		Star Wars Theme	Prokofiev – Dance of the Knights from Romeo & Juliet	
Prokofiev: Troika – Lieutenant Kije		Jaws Theme	Wagner – the Ride of the Valkyries	
Grieg: In the Hall of the Mountain King & Morning – Peer Gynt		Pirates of the Caribbean Theme	Purcell - Rondeau from Abdelazar	
Mendelssohn – Overture to A Midsummer Night's Dream			Britten – Young Person's Guide to the Orchestra	

Rotation 2: Vocal Music - Objectives:

- To understand the importance of religion in the European choral tradition
- To recognise how choral music has changed over time
- To understand the difference between unison, homophonic and polyphonic textures in choral music
- To recognise how vocal music is composed and performed to reflect character in opera and musical theatre

Autumn 1: Western Choral Tradition	Autumn 2 & Spring 1:	Spring 2: Opera	Summer 1: Musical Theatre	Summer 2: Song Performances
Allegrì: Misere Mei	Choir rehearsals & Performance	Mozart: Magic Flute – Arias: - Der Vogelfanger bin ich ya - Bei Mannern Welche Liebe fühlen - Alles fühlt der Liebe Freuden - Die Holle Rache - Papagena, Papageno	Bugsy Malone: Bad Guys	Year Group performances of the songs learned during the year.
Gabrielì: In Ecclesiis			Aladdin: Friend like me	
Handel: Hallelujah Chorus from Messiah			Matilda: When I grow up	
Beethoven: Ode to Joy				
Verdi: Dies Irae from Requiem				
Orff: O Fortuna from Carmina Burana Learn to sing – use YV resources.				

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KS2 Assemblies - Rotation 3: Black and Female composers; World Music - Objectives:

- To understand how Black and Female composers in Europe were marginalised, and how their music is being rediscovered
- To recognise that music is for people of all cultures, ethnicities, genders
- To recognise that choices of instruments and singing styles reflect the cultures of different countries
- To appreciate and be curious about different music forms from around the world

Autumn 1: Black and Female Composers in the Western 'Classical' Tradition	Autumn 2 & Spring 1:	Spring 2: The Americas	Summer 1: Africa & Asia	Summer 2: Song Performances
Joseph Bologne	Choir rehearsals & Performance	Gershwin: Rhapsody in Blue (USA)	Ladysmith Black Mambazo – Inkanyezi Nazazi (S. Africa)	Year Group performances of the songs learned during the year.
Samuel Taylor Coleridge		Harry Belafonte: Jump in the Line (Jamaica/USA – Calypso)	Hanine – Arabia (Lebanon)	
Clara Schumann		Santana: Smooth (Mexico/USA)	Jai Ho – Slumdog Millionaire (India)	
Fanny Mendelssohn / Cecile Chaminade			Mundian to Bach Ke – Panjabi MC (British Indian)	
John Meyer				

KS2 Assemblies - Rotation 4: Modern Genres - Objectives:

- To be able to comment on the changes in popular music from the 1950s to today
- To be able to identify distinctive features of sub-genres of popular music
- To be able to sing different genres of popular music

Autumn 1: Popular Music of the 50s & 60s: Rock & Roll, Funk, Pop, Soul	Autumn 2 & Spring 1:	Spring 2: Popular Music of the 70s & 80s: Glam Rock, Synth Pop	Summer 1: Popular Music 90s to now: Britpop, Electronic Dance, Modern Pop, Pop Ballad	Summer 2: Song Performances
Elvis Presley – Blue Suede Shoes (1956)	Choir rehearsals & Performance	David Bowie – Starman (1972)	Oasis – Don't Look Back in Anger (1995)	Year Group performances of the songs learned during the year.
James Brown – I Got You (1956)		ELO – Mr Blue Sky (1977)	Madonna – Ray of Light (1998)	
Beatles – I Saw Her Standing There (1963)		Blondie – Call Me (1980)	Pharrell Williams – Happy (2014)	
Nancy Sinatra – These Boots are Made for Walking		Survivor - Eye of the Tiger (1982)	Lady Gaga & Bradley Cooper – Shallow (2019)	
Procul Harem – Whiter Shade of Pale (1967) [Bach, Air on the G String]		Aha - Take on Me (1984)	Dua Lipa – Levitating (2020)	
Marvin Gaye – I heard it through the Grape Vine (1968)		Bangles – Eternal Flame (1988)	A song currently or recently in the charts	

SPIRAL 4b: Music through the Ages and Traditions – Class Based

Y1	<p>Early 20th Century: Charleston (1920s) Greenhill Instrumental: The Charleston World Record Charleston Dance: You Tube videos Bugsy Charleston: Just Dance video on You Tube LO's: Recognise instruments, pulse and rhythms and talk about them. Move in time to the rhythm of the music</p>	<p>20th Century – Modern: Musical Film Jungle Book – The Bare Necessities The Lion King – I Just Can't Wait to be King LO's: Listen to songs and appraise them by discussing mood and style Compare different performances and discuss how they are different and which they prefer Sing together, in time and in tune.</p>	<p>World Music: South African Music Ladysmith Black Mambazo – Beautiful Rain LO's: Listen to, and respond to, a South African song. Consider the lyrics of the song and think about what they suggest about the musicians Improvise a percussion part for the song.</p>
Y2	<p>Baroque: Vivaldi Vivaldi – Spring (The Four Seasons) 1st movement Vivaldi – Winter (The Four Seasons) 1st movement LO's: Recognise how the music creates images / ideas / stories; respond through talk and movement. Recognise a feature of Baroque music (walking bass).</p>	<p>Classical: Baroque:Opera & Ballet Rossini – William Tell Overture Héroid – Clog Dance LO's: Recognise changes in dynamics (loud / soft) Recognise how the music creates images / ideas / stories; respond through talk, drawing and movement. Improvise simple rhythms in the style of the music.</p>	<p>Romantic: Opera & Ballet Rimsky-Korsakov – Flight of the Bumblebee Khakaturian – Sabre Dance (Gayane) LO's: Recognise how the music creates images / ideas / stories; respond through talk, dance and movement. Recognise different sizes of orchestra and how this changes the sound; be able to identify some instruments.</p>
Y3	<p>Early 20th Century: 1930s Jazz Benny Goodman – Sing Sing Sing Duke Ellington – It don't mean a thing LO's: Understand the relationship between technology and popularity of music Identify different instruments and vocal effects used in jazz music</p>	<p>20th Century – Modern: Soul Sam & Dave – Soul Man Aretha Franklin – Respect LO's: Recognise features of Soul Music including instruments, backbeats, backing singers, call and response Recognise the influence of political and social themes for the Black American community in the 1960s.</p>	<p>World Music: Chinese Music Chinese New Year Concert – The Dream of Love Chinese Lion Dance LO's: Know what the pentatonic scale is and recognise it in traditional Chinese music Recognise the similarities and differences between Western musical instruments and Chinese musical instruments, and talk about the different sounds and effects they create. Listen to, and copy, rhythms from traditional Chinese dance music.</p>

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<p>Y4</p>	<p>Baroque: Handel Handel – Hornpipe from the Royal Fireworks Handel – Arrival of the Queen of Sheba LO's: Recognise how music can be composed for different purposes and how this affects the composers choice of instruments.</p> <p>Recognise how the music creates images / ideas / stories; respond through talk, dance and movement.</p> <p>Recognise features of Baroque music (question & answer, ternary form, walking bass).</p>	<p>Classical: Chamber Music Boccherini Fandango from Guitar quintet in D Mozart– Eine Kleine Nachtmusic (1st movement) LO's: Recognise how music can be composed for different purposes and how this affects the composers' choice of instruments.</p> <p>Identify distinguishing rhythms in the music and improvise on these.</p> <p>Recognise the 'question and answer' structure in music; perform it and improvise on it.</p>	<p>Romantic: Piano Music Liszt – La Campanella Chopin – Raindrop Prelude LO's Understand the basic mechanics of a piano and how the use of different parts of the keyboard (high,low), and with different heaviness can create different effects.</p> <p>Recognise how the music creates changing images / ideas / stories</p> <p>Explore how different arrangements of the music (i.e. piano vs orchestral) change the sound and the effect of the music.</p>
<p>Y5</p>	<p>Early 20th Century: British composers inspired by folk music Vaughan-Williams – Folk Song Suite: Marches (1st and 3rd movement) Holst – Suite in C (St Paul's Suite) (1st & 4th movements) LO's: Know what folksongs are, why they are important Explain how folksongs were adapted for march-form. Compare Holst's treatment of folk-music with Vaughan Williams'.</p>	<p>20th Century – Modern: Twelve Bar Blues Reet Petite – Jackie Wilson Elvis Presley – Hound Dog LO's: To recognise the structure and chord progression in 12 bar blues To play the chord structure of the 12 bar blues To compose a verse of 12 bar blues.</p>	<p>World Music: Cuban Music Buena Vista Social Club: Chan Chan (Cuba) Bob Marley: Buffalo Soldier (Jamaica) LO's: Recognise the influences of Spanish and African music in the Cuban <i>Son</i> style. Play <i>Son</i> rhythms on percussion Identify aspects of Cuban music in remixed UK music</p>
<p>Y6</p>	<p>Baroque: J.S. Bach Bach – Brandenburg Concerto no.4 – 1st Movement Bach – Toccata and Fugue in D Minor LO's Recognise features of the Baroque concerto grosso:</p> <ul style="list-style-type: none"> • interaction between 'concertino' (soloists) and 'grosso' (orchestra); • use of harpsichord; • walking bass <p>Recognise features of fugue: imitation, counterpoint Compare and comment on different arrangements.</p>	<p>Classical: Classical Symphonies Haydn / L. Mozart – Toy Symphony (1st movement) Mozart – Symphony no.40 (1st movement) LO's Recognise how Haydn used melody and instruments to reflect the theme of his music</p> <p>Recognise the different stages of Sonata form in Mozart's 40th Symphony, 1st movement.</p>	<p>Romantic: Romantic Symphonies Beethoven – Symphony no. 5, 1st movement Dvorak – Largo from The New World Symphony LO's Know what a motif is in music. Recognise the motifs in Beethoven and Dvorak's music. Lyrically reproduce the melodic line of the motifs. Articulate some of the key differences between Baroque, Classical and Romantic orchestras / orchestral music.</p>