



Sholing Infant School – Music Curriculum Coverage



Year 1 Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	❖ Body percussion	❖ Pulse and rhythm	❖ Pitch and instrumentation	❖ Rhythm and dynamics	❖ Tempo and Texture	❖ Music elements, story telling – tone poem
Curriculum objectives	<ul style="list-style-type: none"> ❖ Explore many warm up songs using body parts. ❖ Learn to sing as an ensemble – accuracy in pitch, rhythm and timing. ❖ Experiment with body percussion. ❖ Explore long and short sounds (duration). ❖ Beat untuned percussion at varying speeds (tempo) ❖ Use simple symbols to represent sounds. ❖ Compose basic body percussion pattern and be able to perform 	<ul style="list-style-type: none"> ❖ Listens to a range of live and recorded pieces, identifying key instruments. ❖ Identify changes in music and respond with movement. ❖ Sing songs and learn sign language for each song. ❖ Develop an understanding of Sea Shanties. ❖ Be able to create a pulse and work as a team. ❖ To be aware of the difference between pulse and rhythm. 	<ul style="list-style-type: none"> ❖ Listens to a range of live and recorded pieces, identifying key instruments and identifying pitch. ❖ Explore the Orchestra using stimulus from Carnival of the Animals by Saint-Saens. ❖ Discuss families of instruments and pitch. ❖ Be aware of how size can change the pitch of an instrument and explore this through pre recorded music. ❖ Use tuned and untuned percussion to compose music for a mouse, a lion etc... ❖ Learn various songs about animals. 	<ul style="list-style-type: none"> ❖ Listens to a range of live and recorded pieces, identifying dynamic changes. ❖ Develop and understanding of rhythm. ❖ Be able to clap 4 different patterns clearly. ❖ Be able to compose their own pattern with the rhythm picture cards and perform to the class. ❖ To gain an understanding of dynamics – forte and piano ❖ To be able to use dynamics in the performance of the rhythmic pattern, using untuned percussion. 	<ul style="list-style-type: none"> ❖ Listens to a range of live and recorded pieces, identifying key instruments and tempo changes. ❖ To understand and be able to take part in a round. ❖ To have an understanding of tempo. ❖ Use rhythmic notation to be able to read simple notes. ❖ Use tempo changes to be able to change the speed of the patterns. ❖ Soundscape to show a journey in the Great fire of London, running away from the fire and the tempo change. 	<ul style="list-style-type: none"> ❖ Explore the ability to write music to a story. ❖ Listen to a range of recorded pieces - tone poems and use imaginations to explain the story. ❖ Build a composition about a bird in the forest using body percussion. ❖ Explore in small groups with additional instruments using all the elements of music covered throughout the year.
Sticky knowledge	<ul style="list-style-type: none"> ❖ Know that music can be created on anything including our bodies. ❖ Know that music is made up of lots of long and short sounds. ❖ Know that is we make patterns on our bodies it makes music. 	<ul style="list-style-type: none"> ❖ Know how to perform a rhythm and a pulse. ❖ Know that in music we are a team. ❖ Know that music can be used to make work easier in to keep together. 	<ul style="list-style-type: none"> ❖ Know that an orchestra is a group of musicians playing together. ❖ Know that there are families within the orchestra. ❖ Know that instruments have different pitches. ❖ Know that we can use instruments to represent an animal using pitch. 	<ul style="list-style-type: none"> ❖ Know that we can make rhythms out of sentences. ❖ Know that an ostinato is a repeated pattern. ❖ Know that dynamics means loud or quiet. ❖ Know that forte is loud and piano is quiet. 	<ul style="list-style-type: none"> ❖ Know that tempo means fast or slow. ❖ Know that changing tempo can sound like someone running. ❖ Know that adding different sounding instruments sounds like lots of people running. 	<ul style="list-style-type: none"> ❖ Know that music can be used to describe a story. ❖ Know that using all elements of music can bring a story to life.
Vocabulary	Percussion, body percussion, long, short, duration, tempo, fast slow, lento, adagio, Compose, improvise, duration, tempo, pattern, free, pulse, graphic notation, percussion, tuned, untuned, symbol.	Rhythm, pulse, team, orchestra, tempo, ensemble, compose, improvise, pattern,	Orchestra, brass, woodwind, strings, percussion, trumpet, trombone tuba, clarinet, oboe, flute, piccolo, bassoon, violin, cello, double bass, drums, timpani, cymbals, harp, piano, pitch, tempo.	Rhythm, crotchet, quaver, dynamics, forte, piano, ensemble, fast, slow, loud, quiet, team, tuned, untuned, ostinato	Rhythm, tempo, fast, slow, lento, allegro, instruments, orchestra, ensemble, notation, crotchet, quaver,	Musical elements, dynamics, tempo, pitch, texture, speed, volume, instruments, story, untuned, tuned, percussion
Topic	Marvellous Me	Pirates	Hot or not	Toys	The Great Fire of London	Forests



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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts	❖ Dynamics	❖ pitch	❖ World music, structure and rhythm notation.	❖ Texture, timbre and ensemble	❖ Pitch, Singing, Ensemble, Performance	❖ Rhythm, Pulse, Texture, Structure.
Curriculum objectives	<ul style="list-style-type: none"> ❖ Listen to a range of live and recorded pieces, identifying dynamics. ❖ Being aware of the Victorian Music Hall and how it was used. ❖ To sing songs from the Victorian Music Hall. ❖ To be able to create and perform an ostinato. ❖ To be able to perform an ostinato with dynamics (forte, piano, crescendo and diminuendo) ❖ Explore the steam train and to sing songs based on this. 	<ul style="list-style-type: none"> ❖ Listen to a range of live and recorded pieces, identifying key instruments and pitch. ❖ To explore the glockenspiel and to understand the term low, middle and high pitch. ❖ Recognise dot notation and match it to 3 notes being played. ❖ To be able to play a variety of notes on the glockenspiel to create a plane journey from taking off, flying in the sky, looping the loop and landing safely – soundscape. ❖ Singing the song Those Magnificent Men – working on ACE singing and making sure pitch is understood 'up tiddlee up, down tiddlee down'. 	<ul style="list-style-type: none"> ❖ Listens to a range of live and recorded pieces, identifying the style of Caribbean music. ❖ To learn the words and sign language to A Wonderful World – continue to work on ACE singing. ❖ To have an understanding of music from the Caribbean ❖ To understand a call and response structure. ❖ To learn musical notation crotchet, quaver and rest. ❖ To be able to clap a simple rhythm. ❖ To be able to complete a sentence – 'My favourite food is....?' And then to write the correct notation in. 	<ul style="list-style-type: none"> ❖ Listens to a range of live and recorded pieces particularly focussing on Britten's piece called Storm. ❖ Use body percussion to learn the 'hook' of the music. ❖ Change the body percussion sounds created onto tuned and untuned percussion to create waves, the iceberg (next door notes slowly climbing in pitch), emergency, the ship sinking... ❖ Learning songs about the titanic to embed facts about the ship. 	<ul style="list-style-type: none"> ❖ Listens to a wide range of live and recorded pieces of music. ❖ Prepare songs for singing in an end of year performance. ❖ Working on posture, pronunciation, being clear and expressive when singing. ❖ Know and follow graphic notation. ❖ Using glockenspiels to develop reading of music notation and embedding the understanding of pitch and playing musically. 	<ul style="list-style-type: none"> ❖ Listens to a wide range of live and recorded pieces of music. ❖ Continue to work on expressive singing for a performance of songs. ❖ Continuing to work on posture and being clear when singing. ❖ Embed rhythmical knowledge crotchet, quaver and rest. ❖ Create and perform their own rhythmic patterns on the drum. ❖ Respond to leaders directions - loud, quiet, crescendo, diminuendo etc...
Sticky knowledge	<ul style="list-style-type: none"> ❖ To know that in Victorian times a Music Hall was used to sing songs together. ❖ To know the style of songs which were used at this time. ❖ To know what an ostinato is and how it can be used in music. ❖ To know the terms forte, piano, crescendo and diminuendo. ❖ To know how to use the dynamics when performing. 	<ul style="list-style-type: none"> ❖ To know that small instruments are high pitch and big instruments are low pitch. ❖ To know how to use a glockenspiel to explore pitch. 	<ul style="list-style-type: none"> ❖ To know that there are different styles of music throughout the world. ❖ To know that music from the Caribbean uses a Call and Response structure. ❖ To know that music is made up of different patterns ❖ To know what a crotchet and quaver look like and how they sound. ❖ To know what a call and response structure is. 	<ul style="list-style-type: none"> ❖ To know that music can be created to describe a scene. ❖ To know that using musical elements we can describe different sounds e.g. waves, iceberg etc... ❖ To know how to transfer body sounds onto tuned and untuned percussion. 	<ul style="list-style-type: none"> ❖ To know how to stand correctly to be able to sing to the best I can. ❖ To know that I need to sing with expression and clear diction. ❖ To know how to hold my beaters correctly on a glockenspiel. ❖ To know I need to listen to everyone in the group to be able to play my glockenspiel well. ❖ To be able to match up letter names from a sheet of paper onto the glockenspiel. 	<ul style="list-style-type: none"> ❖ To know how to stand correctly to be able to sing to the best I can. ❖ To know that I need to sing with expression and clear diction. ❖ To know how to play my drum as a team. ❖ To know that I need to use words to help me to play at the correct time. ❖ To know how I can make my own rhythm by using a sentence. ❖ To know that I need to practice to make it sound good.
Vocabulary	Dynamics, orchestra, instruments forte, piano, crescendo, diminuendo, ensemble, pitch, accuracy, clear, expression, Music Hall, stage, performing,	Pitch, high, low, middle, big, small, metal, wood, journey, glockenspiel, xylophone, tuned, percussion,	World music, Caribbean, steel pans, call and response, structure, musical notation, crotchet, quaver, rest, spider, fly, sh, pattern, rhythm, beat, pulse,	Tone poem, next to, step movement, leaping, jumping, pitch, lento, slow, allegro, fast, drums, glockenspiel, maracas, triangle, claves, cabasa, beaters, conductor, start, stop, ensemble, graphic score, tune, untuned	Posture, singing, clear, diction, expressive, glockenspiel, pitch, crotchet, quaver, rest, note names, beater, practice, beat, pulse, rhythm, tuned percussion, instruments, performance,	Posture, singing, clear, diction, expressive, pitch, listening, hear, instruments, drums, beaters, ensemble, pattern, compose, rhythm, crotchet, quaver, rest, practice
Topic	Victorians	Flight	Wonderful World	Titanic	Survival SOS	Survival SOS