

BCS Curriculum Overview for Music



| | | Autumn | Spring | Summer |
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| EYFS | Reception Expressive Art and Design | My Musical Classroom Simple welcome songs Actions to go with songs Nursery Rhymes Simple sound sequences Percussion instruments | Musical Patterns & Performing Recognising musical patterns in songs Listening games Music and movement patterns Play simple rhythm patterns Explore music through movement, dance or art | Sound Stories retelling stories with voices and tuned instruments Outdoor experiences with music Introduction to timbre and texture Sound effects |
| | | Music Block 1 | Music Block 2 | Trafford Music Service |
| Blocks will be taught at different points over the year due to Specialist Music Teaching. Block 1 will always be taught before Block 2. | | | | |
| Key Stage 1 | Year 1 | Exploring Pulse and Rhythm 1. Exploring pulse through songs and movement 2. Controlling pulse using voices and instruments 3. Exploring the difference between pulse and rhythm Exploring Sounds 1. Exploring how sounds can be changed 2. Exploring the timbre of instruments and voices | Exploring Sounds 2. Exploring the timbre of instruments and voices 3. Sequencing sounds to tell stories and create effects 4. Copying and creating rhythmic patterns Exploring Pitch 1. Recognizing changes in pitch and copying simple pitch patterns 2. Performing simple melodic patterns using voices and pitched instruments 4. Creating music for a performance | Ocarina Respond to the pulse in recorded music through movement/dance Sing simple songs, chants and rhymes from memory Sing collectively and at the same pitch Listen to and compare high and low sounds Perform short copycat rhythms accurately led by the teacher Listen to and compare high and low sounds Create musical sound effects and short sequences of sound in response to stimuli Walk, move or clap a steady beat with others Understand the difference between a pitch pattern and a rhythm pattern |
| | Year 2 | Exploring Pulse and rhythmic Patterns 1. Performing rhythms and movement to a steady pulse 2. Copying and creating rhythmic patterns 3. Combining rhythmic patterns 4. Representing rhythmic patterns | Musical Moods and Pictures 1. Recognising and exploring musical mood. 2. Choosing sounds to match a character, mood or theme Exploring pitch and melody 1. Identifying and describing changes in pitch 2. Copying pitch patterns 3. Creating and notating simple melodies 4. Performing simple musical accompaniments and preparing for performance | Recorder Walk in time to the beat of a piece of music or song Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Sing songs with pitch range do-so Play copycat rhythms, copying the leader Improvising musical patterns Read and respond to chanted rhythm patterns, and represent them with notation including crotchets, quavers and crotchet rests Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low) |
| Lower Key | Year 3 | Exploring rhythmic Patterns 1. Feeling the pulse and copying rhythmic patterns 2. Exploring call and response 3. Performing a simple rhythmic ostinato Painting pictures with sound 1. Identifying the inter-related dimensions of music 2. Accompanying songs with suitable timbre and expression | Painting pictures with sound 2. Accompanying songs with suitable timbre and expression 3. Creating sounds in response to a stimulus 4. To compose music to communicate stories and settings Sing! Play! Notate! 1. Describing and experimenting with pitch 2. Representing pitch 3. Exploring the pentatonic scale 4. Performing songs with tuned accompaniments | Trumpet - Musical skills Developing singing voice through songs etc. Focus on pitch, sound quality, listening skills and rhythm. Developing rhythmic skills Developing Performance confidence Kodaly Do to So Note values through dalcroze Jogging, Walk, Stride, Gaze Develop listening skills, and musical independence. Instrumental skills Resting and playing positions Instrument assembly Holding the instrument Posture Breath control Tonguing First pitches C, D, E, F and G Notes values Jogging, Walk, Stride, Gaze Playing pieces, performing with backing tracks Understanding and reading notation to match dalcroze note values learned Ensemble skills Develop critical listening and evaluating skills |

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| Stage 2 | Year 4 | <p>Playing together and rhythmic structures</p> <ol style="list-style-type: none"> 1. Copy rhythmic patterns and performing together. 2. Exploring notation 3. Sticking to my part 4. Composing in a rhythmic framework <p>Musical Contrasts</p> <ol style="list-style-type: none"> 1. Exploring instrumental timbre and instrument families 2. Exploring major and minor tonalities | <p>Musical Contrasts</p> <ol style="list-style-type: none"> 3. Recognizing and responding to musical instructions 4. Composing in a structure <p>Exploring Melodies and Song Structures</p> <ol style="list-style-type: none"> 1. Describing and internalizing pitch 2. Composing and improvising with a given range of notes 3. Composing and notating melodies 4. Exploring song structure and preparing for performance | <p>Trumpet - Musical skills</p> <p>Developing singing voice through songs etc. Focus on pitch, sound quality, listening skills and rhythm. Developing rhythmic skills Developing Performance confidence Kodaly Do to So Note values through dalcroze Jogging, Walk, Stride, Gaze Develop listening skills, and musical independence.</p> <p>Instrumental skills</p> <p>Resting and playing positions Instrument assembly Holding the instrument Posture Breath control Tonguing First pitches C, D, E, F and G Notes values Jogging, Walk, Stride, Gaze Playing pieces, performing with backing tracks Understanding and reading notation to match dalcroze note values learned Ensemble skills Develop critical listening and evaluating skills</p> |
| Upper Key Stage 2 | Year 5 | <p>Exploring Rhythmic Layers</p> <ol style="list-style-type: none"> 1. Exploring time signatures and performing together 2. Performing rhythms expressively 3. Exploring rhythmic texture 4. Creating and notating musical texture <p>Music and Words</p> <ol style="list-style-type: none"> 1. Developing an understanding of the inter-related dimensions and musical vocabulary 2. Improvising musical patterns | <p>Music and Words</p> <ol style="list-style-type: none"> 2. Improvising musical patterns 3. Exploring Jazz 4. Composing and notating music inspired by lyrics and poetry <p>Exploring Melody, Harmony and Lyrics</p> <ol style="list-style-type: none"> 1. Exploring Melodic Layers 2. Exploring scales, intervals and chords 3. Creating and playing harmonic accompaniments (drones, chords and basslines) 4. Combining lyrics, melody and harmony | <p>Saxophone - Musical skills</p> <p>Developing singing voice through songs etc. Focus on pitch, sound quality, listening skills and rhythm. Developing rhythmic skills Developing Performance confidence Kodaly Do to Sol Note values through dalcroze Jogging, Walk, Stride, Long Develop listening skills, and musical independence. Listening and appraising skills developed through sound / video and live performances from the teacher Compositional skills – learning about putting rhythms and notes together</p> <p>Instrumental skills</p> <p>Resting and playing positions Instrument assembly Holding the instrument Posture Breath control Tonguing First pitches B, A, C, and C Notes values Jogging, Walk, Stride, Long Playing pieces, performing with backing tracks Ensemble skills Develop critical listening and evaluating skills</p> |
| Upper Key Stage 2 | Year 6 | <p>Rhythmic Devices and Structure</p> <ol style="list-style-type: none"> 1. Exploring time signatures and performing together 2. Performing rhythms expressively 3. Performing polyrhythms with expressions 4. Organizing rhythmic ideas in a structure <p>Musical Effects and Moods</p> <ol style="list-style-type: none"> 1. Improvising and exploring vocal and instrumental effects 2. Using harmony to create moods and atmosphere | <p>Musical Effects and Moods</p> <ol style="list-style-type: none"> 3. Exploring musical styles and performance skills 4. Composing and performing music to create moods and atmosphere <p>Celebrating Song</p> <ol style="list-style-type: none"> 1. Investigating song ingredients 2. Exploring scales and sequences 3. Playing and creating chord sequences and basslines 4. Composing and performing music for an occasion | <p>Saxophone - Musical skills</p> <p>Developing singing voice through songs etc. Focus on pitch, sound quality, listening skills and rhythm. Developing rhythmic skills Developing Performance confidence Kodaly Do to Sol Note values through dalcroze Jogging, Walk, Stride, Long Develop listening skills, and musical independence. Listening and appraising skills developed through sound / video and live performances from the teacher Compositional skills – learning about putting rhythms and notes together</p> <p>Instrumental skills</p> <p>Resting and playing positions Instrument assembly Holding the instrument Posture Breath control Tonguing First pitches B, A, C, and C Notes values Jogging, Walk, Stride, Long Playing pieces, performing with backing tracks Ensemble skills Develop critical listening and evaluating skills</p> |