



Ottery St Mary Primary School Music Curriculum Overview



Pupils at Ottery St Mary Primary School will:

- Be curious about music from around the world,
- Use discussion to listen and appraise music,
- Understand the dimensions of music and the associated vocabulary,
- Improvise and compose pieces of music,
- Use formal notation to record their ideas,
- Reflect on their own learning journey within music,
- Be proud of their musical development,
- Have a love of music and listen to music for pleasure.

Music Curriculum

Intent	Pupils will learn the key vocabulary of music and use this to listen to and appraise music from around the world. The music curriculum will develop our pupil's love of music and performance. By learning music, pupils will be able to reflect on their learning journey and the effect of practice and rehearsal. Our music curriculum will ensure our pupils value the importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.
Implementation	There will be regular opportunities for all children to explore and discuss a range of musical styles, genres and instruments through class music including WCET (Whole Class Ensemble Teaching) in Key Stage two. Music will link to topics when appropriate to include opportunities to explore music from other countries. There are opportunities to perform and review in class with a range of recording styles used including video and sound. Individual instrument lesson opportunities are provided by a team of peripatetic teachers (lessons are currently provided in brass, woodwind, piano, guitar, drums and violin). Whole school singing is facilitated by the Music Coordinator on a weekly basis. There are also extra-curricular opportunities provided by the Music Coordinator on a weekly basis for those wishing to pursue their music further including beginner, intermediate, advanced and treble recorder groups, choir and orchestra. Regular opportunities are provided to share music performances in assemblies, school productions and concerts and our annual Festival of Music. All children are involved in a musical performance annually.

Music curriculum: Knowledge and skills progression in the elements of music

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Pitch	Identify, describe and explore extremes of high/low pitch.	Identify, describe and explore extremes of high/low pitch.	Identify, describe and explore high and low pitch and small steps in pitch.	Identify, describe and explore steps and leaps in pitch.	Identify, describe and explore steps and leaps in pitch and pentatonic patterns.	Identify, describe and explore pitch in more difficult tunes, 2 parts and chromatic scales.	Identify, describe and explore pitch in major and minor scales and , 2 parts.
Duration	Long/short Steady beat	Long/short Steady beat	Steady beat Simple rhythmic patterns	More complex rhythmic patterns Strong/weak beats 2/3/4 time Note lengths crotchets, minims, quavers and semibreves	More complex rhythmic patterns Strong/weak beats 2/3/4 time Note lengths crotchets, minims, quavers and semibreves	More complex rhythms Dotted and swing rhythms Dotted notes (dotted crotchets and minims)	Dotted and swing rhythms Syncopation $\frac{6}{8}$ time
Dynamics	Extremes of loud/quiet	Extremes of loud/quiet	Graduation of dynamics	Strong contrasts Accents Develop control of changes in dynamics	Strong contrasts Accents Develop control of changes in dynamics	Accents and articulation	Accents and articulation On and off-beat
Tempo	Extremes of fast/slow	Extremes of fast/slow	Graduation of tempo	Comparing speeds Develop control of changes	Comparing speeds Develop control of changes	Develop fine control of changes	Using tempo to create mood
Key vocabulary	pitch, beat, high, low, long, short, steady, loud, quiet, fast, slow	pitch, beat, high, low, long, short, steady, loud, quiet, fast, slow	pitch, beat, high, low, steady, rhythm, pattern, tempo	pattern, pitch, beat, crochet, minim, quaver, semibreve, dynamics,	pentatonic pattern, pitch, beat, crochet, minim, quaver, semibreve, dynamics,	chromatic, swing rhythm, dotted, crochet, minim, quaver, semibreve, dynamics, accents,	major, minor, syncopation, dotted, crochet, minim, quaver, semibreve, dynamics, accents, mood,

Music curriculum: Knowledge and skills progression in the elements of music

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Timbre	Explore sounds around them and untuned percussion.	Explore sounds around them and untuned percussion.	Explore and use tuned and untuned percussion.	Explore wood/metal/ strings and how sound is made. Explore recorders.	Group sounds wood/metal/ strings. Explore ukuleles.	Make use of increasing complex use of sounds to create and compose. Explore keyboards.	Make use of increasing complex use of sounds to create and compose.
Texture	Contrast one sound and several sounds.	Contrast one sound and several sounds.	Investigate layers of sound.	Identify and describe tune and accompaniment.	Identify and describe weaving parts.	Use a variety of textures. Use and describe chords.	Use variety of textures. Use and describe ostinato.
Structure	Consider and describe simple beginnings and endings	Consider and describe simple beginnings and endings	Identify and perform repeated patterns, common rhythm patterns and 2 part rounds	Identify and perform verse/chorus, AB patterns and 3 part rounds	Identify and perform ternary form (ABA) and Question and Answer 4 part rounds	Identify and perform Rondo form: ABACAD and intros and endings	Identify and perform less-structured forms e.g.12 bar blues/improvisation, ostinato
Notation			Use marks to record rhythm/melody patterns	Identify treble clef, notes on stave, crotchets, minims, quavers, semibreves and rests,	Identify treble clef, notes on stave, crotchets, minims, quavers, semibreves and rests,	Identify simple time signatures $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$, dotted notes, bass clef	Identify compound time signatures e.g. $\frac{6}{8}$, Ledger lines and Bass clef
Key vocabulary	beginnings, endings, texture, percussion	beginnings, endings, texture, percussion	layers, texture, timbre, patterns, rounds, melody	wood, metal, string, tune, accompaniment, verse, chorus, round, treble clef, stave, crochet, minim, quaver, semibreve, rest	wood, metal, string, tune, accompaniment, verse, chorus, round, treble clef, stave, crochet, minim, quaver, semibreve, rest	wood, metal, string, timbre, structure, tune, accompaniment, rondo, round, treble clef, stave, crochet, minim, quaver, semibreve, rest, bass clef	wood, metal, string, timbre, structure,, ostinato, tune, accompaniment, rondo, round, treble clef, stave, crochet, minim, quaver, semibreve, rest, bass clef

Music curriculum overview

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Charanga Unit: Me Christmas songs for Performance*	Charanga: Hey You! Christmas songs for Performance*	Charanga: Hands feet and heart <i>or</i> BBC Radio Great Fire of London Christmas songs and percussion for Performance*	Whole Class Ensemble Teaching: Recorders*	Charanga: Mamma Mia	Charanga: Livin on a Prayer Christmas Songs for Performance	Charanga: I'll be there Songs and instruments for Christmas Performance*
Spring	Charanga Unit: Everyone! Charanga Unit: Our World	Charanga: In the Groove Charanga: Round and round	Charanga: I wanna play in a band Charanga: Zootime	Charanga: Three Little Birds Songs and instruments for Easter Performance*	Whole Class Ensemble Teaching: Ukuleles * Songs and instruments for Easter Performance*	Charanga: Make you feel my love Charanga: The Fresh Prince of Bel Air	Charanga: A new year carol Charanga: Happy
Summer	Charanga Unit: Big Bear Funk. Charanga: Reflect, rewind replay	Charanga: Your imagination Charanga: Reflect, rewind and replay	Charanga: Friendship song Charanga: Reflect, rewind and replay	Charanga: Bringing us together Charanga: Dragon Song	BBC Viking Saga Songs	Whole Class Ensemble Teaching: Keyboards*	Charanga: You've got a friend Songs for Leavers Assembly*
*Supported / delivered by music coordinator							