



Music's Cool Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Beat competency	Listening and discrimination skill	Singing/vocal development	Coordination – movement/dancing	Instruments skills – eggs, sticks, drums, chime bars	Nurturing enjoyment, confidence, creativity and social and emotional development
Year 1	Singing voice development with focus on accurate pitching. • Beat competency – gross motor movement, dancing, playing simple • Percussion	Rhythm skills – beat/rhythm • Rhythm patterns – ta, titi • Solfa – s m	• Coordination – dancing and singing games with movement • Rhythm skills development – rhythm patterns and word rhythms • Rhythm patterns – ta, titi, shh	• Solfa – s m l • Handling percussion instruments	• More complex singing games with wider vocal range • Playing rhythm patterns on percussion • Rhythm patterns – ta, titi, shh, taa, tikatika(aural)	• From notation - ta, titi, shh, • Solfa – s m l d
Year 2	• Songs which will be played on recorder later in the year. • Development of aural awareness and musical	• Songs which will be played on recorder later in the year. • Development of aural awareness and musical	• Reading from staff notation. • Creating rhythm patterns • Singing development – singing with	• Recorder preparation (finger rhymes, breath control, treble clef on the stave	• Reading notation • Improvising using known notes	• Continuing singing development



	literacy using Solfa.	literacy using Solfa.	understanding of phrase, melody and rhythm.	• Recorder skills – tonguing, gentle breath, notes B and A (or C and A)		
Year 3	Singing development/ aural awareness • Singing games and rounds	• Recorder skills – tonguing, notes BAG (or CBA)	• Singing development – rounds and singing games	• Mixture of rote learning, staff notation and playing from memory	• Teacher led body percussion – coordination development • Recorder continuation	• Playing and singing in parts (rec/sing/body perc/classroom perc if available) • Recorder skills - notes BAG CD
Year 4	• Singing development – more complex rounds	• Recorder skills- RH notes added (E and D)	• Introduction to Tamboo Bamboo and associated rhythm work	• More complex body percussion patterns, teacher led.	• Small group compositions with awareness of form and structure including recorders • Introduction to Ukulele - Pluck open strings – read from stave	• Strum open string and chord of C • Recorder pieces and songs with Uke ostinato
Year 5	• Ukulele skills – Pluck simple melodies read from stave.	• Small group compositions using recorders/ukulele	• Awareness of form and structure	• Introduction to West African drumming and djembe	• Improvising • Singing and playing simultaneously	• Inclusion of recorder and ukulele



	Chords C, Am, F, G7 • Recorder development for ensemble playing	/voices/body perc/class perc		• Layering rhythm		
Year 6	• Beatbox – skills, composing a groove, grid notation • Rap - group composition (based on class topic?)	• Form and structure • Rhythmic improvisation	• Introduction to Samba and Brazilian song • Layering more complex syncopated rhythm	• Echo and call and response breaks • Signals – visual and aural	• Performance skills	• Using recorders, ukuleles, drums/percussion and instruments played • outside the classroom to create a whole class performance piece