

Roxbourne Music Curriculum



		HT1	HT2	HT3	HT4	HT5	HT6
Whole School Focus		Introducing New Repertoire through Whole Class Games and Activities		Rhythm Focus	Pitch Focus	Creative Composition	Rehearsals and Performance
	Unit	Topic: All About Me	Topic: Out and About	Topic: Traditional Tales	Topic: Growth	Topic: Out of this World	Topic: Journeys and Adventures
Nursery	Key Questions	How can we explore music with our bodies?	How can we use music to show the world around us?	How might we use music to show different characters in a fairytale?	How can we change our pitch to show a growing plant?	How might different planets and objects sound like in space?	Can you tell the difference between slow and fast music?
	Lesson Content	- Learns how to participate in musical routines using turn-taking - Mirror movement and mime actions, patterns and representation of pulse	- Participate in musical routines through whole class singing games solo responses in circle games - Explore vocal sounds and sing a selection of songs, rhymes and chants	- Build ensemble skills with classmates in singing games - Sing 'So-Mi-La' songs in unison	- Represent stories and characters through movement - Match pitch of the leader, supported by movement and gestures	- Build ensemble skills with class in singing games - Demonstrate an understanding of the difference between the beat and rhythm through movement	- Follow and respond to musical signals - Demonstrate a basic understanding of musical elements - Sing in unison with class leader and class ensemble
	Unit	Topic: All About Me	Topic: Out and About	Topic: Traditional Tales	Topic: Growth	Topic: Out of this World	Topic: Journeys and Adventures
Reception	Key Questions	What are the different types of voice I can use?	How does the world around us use music?	How might we use music to show different characters in a fairytale?	How can we change our pitch to show a growing plant?	How might different planets and objects sound like in space?	Can you tell the difference between slow and fast music?
	Lesson Content	- Learns how to participate in musical routines using turn-taking - Mirror movement and mime actions, patterns and representation of pulse - Respond freely to music through body movement and facial expressions - Explore vocal sounds and sing a selection of songs, rhymes and chants - Explore rhythm by working with rhythm of the words	- Participate in musical routines through whole class singing games solo responses in circle games - Mirror movement and mime actions, patterns and representation of pulse - Respond freely to music through movement and facial expressions - Explore vocal sounds and sing a selection of songs, rhymes and chants	- Build ensemble skills with classmates in singing games - Demonstrate an understanding of the difference between the beat and rhythm through movement - Sing 'So-Mi-La' songs in unison - Sing solo responses	- Use percussion imaginatively, demonstrate an understanding of tempo, volume & rhythm - Represent stories and characters through movement - Match pitch of a leader, supported by movement and gestures	- Build ensemble skills with class in singing games - Demonstrate an understanding of the difference between the beat and rhythm through movement - Sing 'So-Mi-La' songs in unison - Sing solo responses	- Follow and respond to musical signals - Demonstrate a basic understanding of musical elements - Play rhythm of the words on a percussion instrument - Use changes in tempo and volume to reflect ideas of different verses - Sing in unison with class leader and class ensemble
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
Year 1	Key Questions	How to project our voice?	How can we chant in rhythm?	How can we show rhythm with our bodies?	What does pitch mean?	How can I use music to show the character of Mr Twit?	How to understand musical direction?
	Lesson Content	Engage with vocal play. Use the voice with confidence and increased accuracy.	Chant and sing with a sense of the pulse. Explore a range of musical games and activities. Develop an understanding of the musical classroom culture.	Work with rhythm of the words, differentiate between beat and rhythm, use rhythm syllables for notation, work with unpitched percussion, improvise short rhythmic patterns, read and perform 4 beat rhythmic phrases, work with 4 beats in a bar.	Work with la, so, mi repertoire. Use curwen hand signs to express pitch positions. Increase accuracy of pitch. Read short melodic phrases. Explore quiet and loud sounds. Control vocal and sounds with an understanding of dynamics.	Contribute rhythmic and melodic ideas to whole class music project. Develop the ideas using percussion. Participate in producing an extended vocal and/or instrumental piece. Explore quiet and loud sounds. Control vocal and sounds with an understanding of dynamics.	Respond to direction and understand objectives for rehearsal and performance. Begin to self-evaluate toward developing performance skills. Perform with a sense of enjoyment and communication with an audience.
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
Year 2	Key Questions	How to change pitch when singing?	How can we differentiate between beat and rhythm?	What does a Ta, Ti-Ti and Ta look/sound like?	Can I tell the difference between a low pitch and a high pitch?	What is an ostinato?	How can we best prepare for a performance?
	Lesson Content	Developing confidence further with singing, increasing the level of accuracy of pitch and performing with a sense of the beat.	Developing an awareness of individual role in whole class music making and of own role in classroom music making. Differentiate between beat and rhythm. Develop fluency of movement in response to the musical qualities in musical games and activities.	Use rhythm syllables for crotchet, quaver, minim, semi-quavers and crotchet rest. Listen to and recall short rhythms. Work with 4 beats in a bar (simple metre). Read, perform & improvise 4 beat rhythms using body percussion and unpitched percussion. Create simple ostinato.	Develop pitch control through singing and sing repertoire which use la, so, mi and do. Improvise short melodic phrases. Respond to and using Curwen hand signs to accurately support pitch degrees for la, so, mi and do, performing short ostinatos.	Participate and contribute ideas to a whole class creative project. Use acquired knowledge to create, develop & refine ideas in pitch and rhythm. Begin to reflect upon and compare their work toward improving their performance.	Sing and play with self-expression. Rehearse and perform with an increased ability to self-assess and develop whole ensemble skills. Respond to rehearsal and performance directions and understanding performance objectives.
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
Year 3	Key Questions	What are the strings of the violin called?	What are the different ways in which I can make sure my voice is ready to start singing?	What is a time signature?	How can I use Solfa when singing pitch?	What does aspiration mean and how can I compose lyrics around that theme?	What are the best ways to rehearse before a performance?
	Lesson Content	Develop singing through a repertoire of vocal warm-up activities and short songs which use the pentatonic scale. Re-establish a musical culture in the classroom through an awareness and understanding of whole-class music making.	Reinforce and establish the musical elements. Develop movement to support basic musicianship with song repertoire.	Work with repertoire which uses 2, 3 and 4 time signatures. Work with body percussion and unpitched percussion to keep the beat and perform rhythms. Compose and combine rhythmic ostinatos. Read and perform rhythm syllables and begin to notate crotchets, quavers, minims, semiquavers, and simple rhythms.	Sing, compose and improvise using the pentatonic scale. Work with the Curwen hand signs to represent the pentatonic scale (la, so, mi, re, do). Perform in two parts (both partner songs and as rounds). Develop aural skills and memory.	Create a text based on the topic of protest song. Compose, develop & rehearse a melodic line for a song. Create instrumental accompaniment. Rehearse, performing, and self assess.	Rehearse and perform in small groups as part of a class performance. Sing and play with increased level of expression and musical communication. Developing self-assessment of performance skills in greater depth. Develop and responding to rehearsal and performance directions.
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
Year 4	Key Questions	What does bowing mean?	Why do I need to warm up my voice before singing?	What is a Ta called and how many beats is it worth?	What are the different Solfa names, from the lowest pitch to the highest pitch?	What are the features of a chorus and verse?	How can I reflect on the rehearsal and performance?
	Lesson Content	Develop singing through a repertoire of vocal warm ups, short songs and performance repertoire. Reinforce the classroom musical culture through an understanding of whole-class music making.	Develop a deeper understanding of the musical elements (pitch, duration, dynamics, tempo, texture, structure and tonality) by performing a range of songs and instrumental music.	Work with compound time. Read, compose and recognise rhythms that include crotchets, quavers, minims, semiquavers, crotchet rests and simple syncopated rhythms. Develop, rehearse and performing effective rhythmic ostinatos.	Work with both major and minor tonalities. Perform repertoire and work with tuned percussion to explore a basic understanding of an octave. Understand and recognise stepwise movement versus leaps in melodies. Identify and recognise the shape of melodic phrases.	Creating a whole class piece. Contribute, rehearse and develop, musical and textual ideas. Create, assess and develop vocal melodic lines and instrumental ideas. Work effectively in small groups to rehearse and develop musical ideas. Rehearse, assess and improve performances to achieve a developed performance. Use appropriate notations to create a score for the piece.	Rehearsing and Performing: Rehearse and perform in small groups and as a part of the whole class ensemble. Develop self-assessment skills and develop performance skills. Perform in whole class ensemble and suggest areas to improve in performance and composition. Respond to rehearsal and performance directions and understanding performance objectives. Develop potential opportunities for solo performances.
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
Year 5	Key Questions	What does texture mean? What does polyphonic mean?	What does structure mean? Can you name an example?	How can different parts of our body create different sounds?	What is a canon and how is this applied to our body percussion project?	What is the definition of a riff/hook?	What is performance etiquette?
	Lesson Content	Sing musically and with purpose. Perform as part of an ensemble. Establish and maintain a steady pulse. Share ideas with whole class using musical vocabulary. Identify different textures in music. Explore and identify different ways to create texture in music (unison, call and response, polyphonic, melody and accompaniment).	Explore and identify different ways to use harmony in music (part singing and unison). Explore and identify how music of different genres requires different quality of voice. Reflect on individual performance and identify areas of strength and areas for development. Evaluate individual performance and set targets for improvement.	Explore a contemporary piece of music using vocal sounds and body percussion. Read rhythmic notation and phrases which use different note values. Create repeated rhythmic patterns (ostinatos) utilising different note values. Rehearse each stage of the piece 'Connect It'.	Contribute rhythmic patterns and musical ideas to compose and perform a body percussion piece. Begin to direct and lead small groups in layering ostinatos and structuring musical ideas. Develop musical ideas to form a piece to perform with the whole ensemble.	Creating a whole class piece. Contribute, rehearse and develop, musical and textual ideas. Create, assess and develop vocal melodic lines and instrumental ideas. Use pitch assignment and rhythm notation to develop musical writing. Work effectively in small groups to rehearse and develop musical ideas. Rehearse, assess and improve performances to achieve a developed performance.	Rehearse and perform in small groups and as a part of the whole class ensemble. Develop self and peer assessment skills and develop performance skills. Perform in whole class ensemble while suggesting areas to improve in performance and composition. Respond to rehearsal and performance directions and understand performance objectives. Incorporate a variety of textual changes.
	Unit	Stomp - Body Percussion	Stomp - Junk Percussion	Djembe - Foundation	Djembe - Compose and Perform	Production Rehearsal	Summer Performance
Year 6	Key Questions	What does syncopated mean?	How can we use different pieces of rubbish to create different sounds? How can this then be made into music?	What are the different strokes that can be played on a Djembe?	What does polyrhythmic mean and how can we include this in our performance?	What is the difference between singing a song and performing a song?	What are the key features that make a good performance?
	Lesson Content	Perform 4 beat patterns leading to more complex 2 bar rhythms. Perform within a whole class and small ensembles, listen and respond to one another. Perform and compose musical shape using contrasting dynamics, textures and timbres. Improvise increasingly simple to complex rhythmic patterns. Structure rhythmic patterns.	Use the rhythms from the body percussion unit on unpitched 'junk' percussion. Improvise increasingly complex rhythmic patterns. Begin to notate rhythmic patterns using crotchets, minims, semibreves, quavers and rests. Reflect on their performances and compositions, and to identifying what was successful / unsuccessful with explanations.	Explore playing the Djembe. Learn 3 different drum strokes. Maintain patterns of effective class rehearsal, of a whole class and small ensembles. Increase awareness of how the different parts fit with one another. Explore dynamic contrast, articulation and quality of sonority in performances. Generate musical ideas through improvisation.	Create a variety of contrasting rhythmic patterns. Develop and refine their ideas. Reflect on performances of self and peers, and to identify what was successful/unsuccessful and reasons why. Use appropriate musical vocabulary to make musical observations. Develop aural awareness and understanding through copying and rhythmic.	End of year rehearsals in relation to Year 6 team production. Explore and refine ideas of effective class rehearsal, whole year rehearsal, and the direct relation to self-directed practice. Explore and develop confidence of integrating music with drama and movement. Unpitch successful and unsuccessful performances, reasons as to why, and creating target actions.	Refining rehearsal skills. Differentiating between rehearsal and performance. Increased accuracy of articulation, pitch and rhythm. Understanding musical responsibility within small and whole-year ensemble. Developing confidence to lead on sectionals. Take responsibilities in music technology, lighting, staging and directing.