

Roxbourne Music Curriculum



Whole School Focus		HT1	HT2	HT3	HT4	HT5	HT6
		Introducing New Repertoire through Whole Class Games and Activities		Rhythm Focus	Pitch Focus	Creative Composition	Rehearsals and Performance
Nursery	Unit	Topic : All About Me	Topic: Out and About	Topic: Traditional Tales	Topic: Growth	Topic: Out of this World	Topic: Journeys and Adventures
	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?
Reception	Unit	Topic : All About Me	Topic: Out and About	Topic: Traditional Tales	Topic: Growth	Topic: Out of this World	Topic: Journeys and Adventures
	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?
Year 1	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
	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?
Year 2	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
	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?
Year 3	Strings Programme	Strings Programme	String Concert	Strings Programme	Strings Programme	Strings Programme	String Concert
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
	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?
Year 4	Strings Programme	Strings Programme	String Concert	Strings Programme	Strings Programme	Strings Programme	String Concert
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Working with Rhythm	Working with Pitch	Creative Project	Rehearsing and Performing
	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?
Year 5	Strings Programme	Strings Programme	String Concert	Strings Programme	Strings Programme	Strings Programme	String Concert
	Unit	Establishing Musical Roots I	Establishing Musical Roots II	Connect It - Body Percussion part 1	Connect It - Body Percussion part 2	Creative Project	Rehearsing and Performing
	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?
Year 6	Unit	Stomp - Body Percussion	Stomp - Junk Percussion	Djembe - Foundation	Djembe - Compose and Perform	Production Rehearsal	Summer Performance
	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?