

**Music Curriculum with *Music'sCool*<sup>TM</sup> EYFS – Year 4  
HMS Service YEAR 5 and 6**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>N</b>	Beat competency Listening and discrimination skills Singing/vocal development Coordination - movement/dancing Instrumental skills – eggs, sticks, drums, chime bars Nurturing enjoyment, confidence, creativity and social and emotional development		
<b>R</b>	Beat competency Listening and discrimination skills Singing/vocal development Coordination - movement/dancing Instrument playing – eggs, sticks, drums, chime bars Nurturing enjoyment, confidence, creativity and social and emotional development		
<b>1</b>	<b>Musicianship 1</b>	<b>Musicianship 2</b>	<b>Musicianship 3</b>
	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 – SM	Coordination – dancing and singing games with movement Rhythm skills development – rhythm patterns and word rhythms Rhythm patterns – ta, titi, shh Solfa – SML 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 - SMLD
<b>2</b>	<b>Focus: Pitch and Rhythm through singing</b>	<b>Recorder Introduction</b>	<b>Recorder Development</b>
	Songs which will be played on recorder next term. Development of aural awareness and musical literacy using Solfa. Use of tuned percussion to increase knowledge and understanding of pitch.	Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation. Creating rhythm patterns for the class to echo. Singing development – songs which include recorders, singing recorder pieces.	Recorder skills – tonguing, minimum notes BAG or CAD Reading notation Improvising using known notes Continuing singing development

## Overview for Schools with *Music'sCool™* in EYFS – Yr.6

	Autumn	Spring	Summer
<b>3</b>	<b>Recorder/Singing/Moving</b>	<b>Recorder/Singing/Body Percussion1</b>	<b>Ensemble Development</b>
	Singing development/aural awareness Singing games and rounds Recorder skills – tonguing, minimum notes BAG CD Mixture of rote learning, staff notation and playing from memory	Singing development – rounds and singing games Teacher led body percussion – coordination development Recorder continuation	Playing and singing in parts (rec/sing/body perc/classroom perc if available) Recorder skills - minimum notes BAG CD low E
<b>4</b>	<b>Recorder Skills/Singing/Tamboo Bamboo</b>	<b>Body Percussion2 - group composition.</b>	<b>Ukulele Introduction</b>
	Singing development – more complex rounds Recorder skills- minimum notes BAG CD ED Introduce Tamboo Bamboo after half term	More complex body percussion patterns, teacher led. Small group compositions with awareness of form and structure Tamboo Bamboo continuation Including recorders	Pluck open strings – read from stave Strum open string and chord of C (minimum) Recorder pieces and songs with Uke ostinato
<b>5</b>	<b>Trumpet</b>	<b>Trumpet</b>	<b>Trumpet</b>

	<p>In Year 5 pupils learn to play the Trumpet and skills are built on weekly. The progression of skills will accumulate to a final performance in the Summer Term.</p> <p>Overview:</p> <ul style="list-style-type: none"> <li>• Pupils will learn between 5-8 notes on the trumpet/trombone</li> <li>• They will learn how to form an embouchure and make a sound from the instrument</li> <li>• Pupils will learn how to read and recognise basic musical notation including pitch and rhythm.</li> <li>• Pupils will learn about different elements of music: tempo, dynamics, pitch, melody</li> <li>• Lessons will include aural skills such as clapping, singing and listening</li> <li>• Lessons will involve playing along to songs on the charanga website/software</li> <li>• Pupils will be prepared for a summer public performance</li> </ul>		
6	Violin	Violin	Violin
	<p>Children are continuing their learning from Violin from last year. The progression of skills will accumulate to a final performance in the Summer Term. The key objectives from this year are:</p> <ul style="list-style-type: none"> <li>• To recognise and understand basic rhythms of crotchet; quaver; minim, semiquaver, semibreve, dotted minim and rests, and connect these with Rhythm Videos, using flashcards to help too; then play these on violins.</li> <li>• To develop more advanced rhythms, and be able to read these</li> <li>• To hold the bow correctly and play with correct bow hold, keeping hands relaxed</li> <li>• To further develop bow styles and techniques, e.g. Slurs (Joining notes together in the same bow)</li> <li>• To play open strings pieces, pizz then bow</li> <li>• To play scales and arpeggios</li> <li>• To play pieces using up to 3 and then 4 fingers, and recognise as many of these notes as possible on the Stave when reading music</li> <li>• To play more challenging Call &amp; Response pieces, following Teachers and then pupil leaders</li> <li>• To explore and further develop Improvisation ideas, including notes, rhythms, finger-patterns, and share these with the class</li> <li>• To play pieces with backing track accompaniment</li> <li>• To understand the meaning of duet through learning pieces in 2 parts, and then 3 parts</li> <li>• Pupils will be able to play in a Performance, to peers and to parents, and enjoy the sense of achievement this brings, as well as working together as an Ensemble</li> </ul>		











































