Music curriculum 2019/20

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| Rec | * To learn a range of songs * Clapping games * Access to a range of percussion instruments. |
| Y1 | * Explore sounds on percussion instruments. Long sounds and short sounds, high and low * Learn Little Fly, No More milk, Traffic Jam, Caterpillar Bye Bye on the recorder. * learn how to read music and recognise the different notes; B and A. * Learn how music is notated to show timing and rhythm; such as crochets, quavers * Learn a variety of songs and clapping rhythms |
| Y2 | * Explore long and short sounds, comparing beat and rhythm, explore pitch, tempo and symbols through songs and playing percussion instruments. * learn Caterpillar Bye Bye, Joe Joe, Bus Driver Traffic Lights, Hot Cross Buns, Who’s that Yonder?, Kites and Gliding on the recorder. * To continue to learn how to read music and recognise the different notes; B, A and G * Learn how music is notated to show timing and rhythm; such as crochets, quavers, minims and dotted minims, crochet rests and repeat signs. * Learn a variety of songs and clapping rhythms |
| Y3 | * Learn rhythmic patterns through body percussion, call and response songs and how music can create different moods. * Learn Indian Warrior, Skateboard Ride, Chicka Hanka, Fandango, Chatter with the Angels, Mocking Bird, Karen’s and Adele’s Waltz, Old MacDonald and Dear Liza and on the recorder. * Continue to learn to read music and recognise different notes; B, A, G, E, D, C’ * Learn notes value and some of the ways music is notated to show timing and rhythm; crochets, quavers, minims, dotted minims, semibreves, rests, tied notes, slurred notes and staccato notes. * Learn a variety of songs to sing. |
| Y4 | * Explore rhythmic patterns through songs and raps, also scales, symbols and atmosphere. * We have also learnt how to play; Tadpoles ,Little Bell, Lament, Loch Morlich and descant to Loch Morlich, Who built the Ark, * learn to read and recognise different notes; B, A, G, E, D, C’, D’ * Continue to Learn notes value and some of the ways music is notated to show timing and rhythm; crochets, quavers, minims, dotted minims, semibreves, dotted crochets, rests, tied notes, slurred notes, staccato notes, ostinato and Da Capo. * Learn a variety of songs to sing. |
| Y5 | * Explore rhythm and pulse through body percussion and drumming, * learn songs that are sung in two parts. To learn and perform a number of songs for the Colston Hall summer concert * learn how to play; London’s Burning, Amazing Grace, Over the Sea to Skye, La Mourisque, Cherry Tree Rag. * Continue to learn notes value and some of the ways music is notated and recognise different notes; B, A, G, E, D, C’, D’, E’ * Learn some of the ways music is notated to show timing and rhythm; crochets, quavers, minims, dotted minims, semibreves, dotted crochets, rests, tied notes, slurred notes, staccato notes, ostinato, Da Capo, key signatures. * Learn a variety of songs to sing |
| Y6 | * Orchestra – each pupil to choose an instrument in the wind band, delivered by BPM * Learn a range of notes on that instrument and to read music * To learn a range of pieces to play together. * To play together as an orchestra * To play in a concert for parents at the end of the year * To learn a range of songs * To sing in 2/4 parts and to sing in harmony |